

National Parent-Teacher

THE P.T.A. MAGAZINE

May 1958



Objects of the National Congress of Parents and Teachers



Membership
of the National
Congress
of Parents and
Teachers, as of
April 15, 1957, is
10,694,474

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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American Education: An Evaluation

An exchange of representatives at the conventions of the National Congress of Parents and Teachers and the American Association of School Administrators has become a pleasant tradition, bringing these partners in education ever closer together on issues of vital concern to both. There have been so many requests for copies of Mrs. Rollin Brown's remarks, delivered at the February regional meeting of the A.A.S.A. in St. Louis, that they are here presented as "The President's Message" for this month.

IN HIS SECOND talk on security last November President Eisenhower called upon citizens—and specifically upon parent-teacher associations and school boards—to scrutinize school curriculums and standards to see whether they meet the stern demands of the era ahead. The National Congress of Parents and Teachers accepted this assignment. But study and action for better schools is no new undertaking for our members. We have long believed that continuous, calm evaluation of school aims and programs, conducted jointly by laymen and educators, produces far more significant results than sporadic, agonizing reappraisals occasioned by fear.

Since the Soviet Union started flexing its missile muscles, American education has been a whipping boy. A lead article in a weekly magazine was titled "We Do Not Teach Them How To Think," and a popular monthly magazine asked the rhetorical question "Do American Educators Know What They're

Up To?" The answer was No in at least three thousand words. On a national telecast "co-ed cookery" was presented as a typical secondary school course. From a college professor we have a scathing characterization of secondary education as "the bland leading the bland." From a distinguished admiral we have a denunciation of family living courses in high schools. The old, tiresome attack on "frills" is again under way.

WE DO NOT regard President Eisenhower's request for a study of the schools as a license for irresponsible criticism. We believe, as William Carr aptly puts it, that "fact-finding should precede fault-finding." What are the facts? An obvious one is that sweeping generalizations about American schools, like sweeping generalizations about American homes, are extremely unsound. The public should know, as the Educational Policies Commission points out, that "the quality of American public schools is uneven. Differences in ability to pay for education and in quality of leadership, coupled with differences in belief as to what schools should accomplish, have led to wide variation in the quality of schooling."

Although our best schools are unsurpassed, we know that we must double and redouble our efforts to improve schools that fall short of the best. We know that the quality of education depends upon the quality of teaching and that the most urgent educational need is for enough professionally

trained, highly qualified teachers. We know that in the long run the teacher shortage is crucial to national security, for without enough qualified teachers we cannot produce trained brain power for national needs in any field. We know that the American attempt to provide free, universal, twelve-year education is without parallel in history. We are justified in being proud, but not complacent, about the scientific accomplishments of our nation. The record tells us that since 1901 American citizens have won thirty-five Nobel prizes in science while the Russians have won only two. And the N.E.A. has recently reminded us that our public school system produced fifteen of the sixteen key scientists who developed America's first satellite at the renowned California Institute of Technology.

PARENT-TEACHER members will continue to look at their schools, but they will not be pressured into hasty criticism or careless planning. I do not think they will be stampeded into crash programs that would seek to push all our abler students into science and engineering courses. Nor do I think a nation founded on a belief in human dignity will want its children sorted and graded like meat or eggs and labeled "U.S. Premium" or "Grade A Large." Of course we need increased efforts to identify gifted and highly capable children early and to motivate them to use their talents. But need we educate these children in isolation? In American schools there should be no room for a curriculum caste. There should be guidance and counseling programs—not only for the gifted but for all children and their parents, so that all may be given an education equal to their aptitudes. If skilled counselors point up the opportunities in the shortage occupations, our manpower needs will be met through the free choice of a free people.

Clearly, closer coordination of school and college programs is necessary, but we do not want secondary school curriculums fashioned at the dictates of college professors, whose chief concern would naturally be preparing students for higher education.

I do not believe parent-teacher members will want to abandon the comprehensive high school, with its variety of educational programs adapted to the varying abilities of children. Nor do parent-teacher members want a regression to teaching methods that ignore the hard-won findings of the behavioral sciences. We do not want an education that makes no provision for emotional growth. An education that makes such provision, as we all know, is in no way inconsistent with the emphasis on mastery of the fundamentals of learning.

No doubt courses of dubious value have crept into some school programs. It may be that some schools are carrying burdens that might well be shared by other community agencies. Certainly we should scrutinize curriculums with this in mind, but I do not

think parents will want to repudiate health education, safety education, or education for leisure, for economic competence, and for family living.

Parent-teacher members want school programs that foster an eagerness to learn which persists throughout life. They want programs that develop in young people intellectual integrity and the willingness to be citizens in deed as well as in name. They want education that helps youth develop physical and mental health, ethical and spiritual values, and a sensitivity to the creative arts.

This, we are well aware, the schools alone cannot provide. The schools cannot teach—and children cannot learn—the values, aspirations, and responsibilities that family, school, and community do not cherish in common. In the parent-teacher organization we have a force that brings together school officials, teachers, parents, and other citizens to establish common goals and to support each other's educational efforts.

WHATEVER shortages in education confront us, there is one shortage we do not have—a shortage of findings about what needs to be done to strengthen our schools. I am thinking particularly of the findings of the White House Conference on Education. What we need are more energy and resoluteness to carry out the recommendations of the Conference Committee. In short, we need to act more vigorously on what we already know, continuing, of course, to refine and revise and add.

Our task—the task of home, school, and community—is to see that no child is undereducated and that every child receives a balanced education. We shall meet the stern demands ahead because parents, educators, and other citizens, I am confident, know that education is an invulnerable defense for a free people. Whatever minor or major differences may arise as to aim or method, one goal remains the same: an education that enables young people to grow into maturity prepared by conviction, understanding, and skill to perform their citizen responsibilities.

Carl L. Boud

President,
National Congress of
Parents and Teachers



"When he is ready for college, will college be ready for him?" That's the question so many citizens are asking these days about the child whose welfare is the object of parent-teacher concern. Here is an answer that shames our pessimism, stirs our pride, and helps us to see the problem as a privilege in disguise.

HAROLD TAYLOR

President, Sarah Lawrence College



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OUR EXASPERATING

MANY PEOPLE ARE CRYING ALARM at the tidal wave of students who are about to engulf the colleges and universities of this country. They say there are already too many students in U.S. colleges who shouldn't be there. They argue that education for all means education for none; that the admission standards of many colleges are already too low; that if we try to give a college education to double the present number of students, it will reduce a college degree to the level of a high school diploma and wreck American education. Keep the hordes out, they implore.

I say, let them come! Never in the history of civilization has one country had the opportunity—the necessity, actually—that we face today. We should be the happiest people on earth to know that we have more than forty million children in our schools and that millions of them have the intelligence and desire to go to college. The release of millions of new talents through college education can bring us a wealth of creative intelligence and new ideas such as countries in the past have only dreamed of possessing.

To begin with, we have a drastic shortage of scientists, engineers, and teachers—to mention only three crucial areas. We need more and more college-educated young people who can provide new leadership in the creative arts, in science, in government, in labor unions, in foreign affairs, in the mass media, in politics, in business and industry. We must not only take into our colleges all the young people who have the talent and desire to come; we must search out others whose ability has not yet been discovered.

Liberating Brain Power

That there are just as many intelligent, able, and talented people outside of college as inside we have only recently realized. Not until World War II did we make the discovery—of enormous significance for the country's future—that there is a great reservoir of talent in American youth, hidden in the past by lack of motivation or by inadequate education.

The glaring weaknesses we found then still persist

OPPORTUNITY

in our educational system—high school graduates unable to read and write beyond the fifth-grade level, college graduates who knew little more than a good student could learn in high school. But we also found among our college and high school graduates young leaders for the Air Force, the Navy, the Marines, and the Army. At the age of twenty-six a man could be a colonel in the Air Force, handling responsibilities that were formerly entrusted only to men twice his age and with twice as much experience. The war of techniques was won by brilliant young scientists and technicians—by educated manpower and the courage and leadership of young men, most of whom were civilians and many of whom got most of their training in the armed forces.

Time after time during the war I came across boys in the Navy who were keenly intelligent and able. They needed only education and opportunity to show what they could do. What they lacked was not brains but the realization that they had brains. They lacked someone to take enough interest in them to show them how to put those brains to work.

Strength Below the Surface

Enlisted men who came through the navy classification system into radar operation and maintenance, for example, needed to have the skills and understanding of electrical technicians. They needed to know some of the things about electronics that electrical engineers know. Yet many of them could not do the simplest problems in arithmetic or mathematics. They would not have been admitted to a good college. But in the navy program we could not ignore their weaknesses. We had to deal with them as they were, to accept the weaknesses along with the strengths—if there were to be new radar operators in the United States Navy.

We found that when these boys were given problems to solve, when they were taught arithmetic in the context of their work on radar instruments, when the mathematical problems were related to the work of radar itself, they learned complicated tasks with

comparative ease. The mistake their former teachers had made had been in trying to teach them mathematics in a vacuum, without any regard for the use to which the knowledge could be put—or the real excitement that comes from learning to do something intellectually interesting. We found that many of these boys were not weak in mathematics but were simply untaught in arithmetic.

It is also important to remember that a great deal of what we call intelligence and what we measure in intelligence tests of all kinds is the simple ability to use words. The child who grows up in a family where there is discussion of ideas, where the parents read and talk about what they read, and where music, literature, and the arts are important develops a vocabulary from the raw materials of family life.

Most people can do much more than they think they can. In experimental courses in science at Sarah Lawrence College we have found that young women can gain their training in physics, chemistry, or biology by working directly with members of the faculty in original research. We have found that college juniors, if given difficult tasks in scientific experiment, can carry out research projects with almost professional skill.

At Antioch College, students have taken on business projects both on and off campus. A woman student in her junior year acted as community manager with a twenty-five-thousand-dollar budget to administer. A senior became, upon graduation, assistant to a city manager in Alaska.

From K.P. to A.B.

Perhaps the most important of all the discoveries made in American education since the war came about through the G.I. Bill, which gave eight million men and women from the armed services a chance to continue their education. Many of these would not have been able to go to college because of lack of funds. Many others would not have thought of going because of lack of preparation. But once the grants were made, two million of them flocked to the universities.

At Brown University, for example, a special program was installed for G.I.'s who could not meet the usual admission requirements. The authorities found that within a year or two most of these young men were doing as well as those who had entered the university with full credentials—in some cases better.

Then, as now, there were many who argued that the hordes of unprepared students would make "hobo jungles" of the universities and colleges, that higher education would never be the same. They were right. It never has been the same; it has been much better. The G.I.'s came with the intention of getting an education. They made demands on the universities for new and more mature methods of education. They insisted on being treated as adults. The universities

responded by expanding both their physical facilities and their curriculums. The number of students in colleges and universities climbed to double the prewar figures.

Before the program closed in 1956, eight million students had been educated. The United States was richer by 440,000 engineers, 63,000 doctors, 12,500 nurses, 112,000 scientists, 36,000 ministers, to mention only a few occupations. The cost of the whole program for twelve years was \$14,500,000,000, about a third of the United States defense budget for a single year. The money was wisely and economically invested in the development of our most important national possession—educated youth.

Adventure in Financial Engineering

This is all very well, the critics say, but what about the future? Many colleges are already overcrowded with their present student bodies. Some are still burdened with the "temporary" buildings and Quonset hut accommodations installed to take care of postwar overcrowding. Only now are the colleges recovering from the overexpansion of the postwar years.

Where are we to get the money for still more expansion? Where will we get the one hundred thousand or more additional college teachers we need? Are we to install mass methods of instruction everywhere, put hundreds more students in lecture courses, thin out the quality of the education now offered?

First of all, we must face the simple fact that providing an education for six and a half million college students by 1970 (double today's college population) is the item of top priority on our national agenda. We must also face the fact that education is expensive and that we have been niggardly about it in the past. At present we are spending, for our more than eighteen hundred institutions of higher education, less than five billion dollars a year. Right now we should be spending at least two billion dollars a year more in order to pay adequate salaries to faculty members and ensure the development and recruitment of faculty members in the future. We need a minimum of seven hundred million dollars a year just to provide the funds for the expansion of our colleges over the next five years.

The money is in the country. It must flow to the colleges from everywhere in the United States—from the federal government, from state legislatures, from philanthropic foundations, from college alumni, from business corporations, from student fees, from private philanthropy. There is no doubt that the money will come from all these sources. It will come because we will realize that the problem is simply too big and too important to set aside unsolved. The first goal must be to double the salaries now paid to college teachers.

But the question remains, *How do we expand the colleges to provide for upwards of three million more*

students? Since we have many different institutions of higher education, we must first ask, *Where will the new students want to go?*

Most of them will want to go to a college not far from home, where their friends are going and where it is relatively inexpensive. Thus the state universities and the municipal colleges will receive the major part of the expansion. State universities, many of them already large, can expand further by establishing branch colleges. These smaller units of higher education are among the most interesting developments we shall see.

Many of the new students will want to go to a two-year institution. Many new colleges of this type will be built. The most enterprising state in the Union in meeting expansion problems through the development of two-year institutions is California. There the leaders in education have set a pace that will be hard to match, but their spirit and their philosophy of expansion is one that every state might emulate to its advantage. Bring in our high school students, they say. Give them at least the first two years of college, teach them the fundamentals of a liberal education along with a usable skill. Then make it possible for those with talent to complete their education at the four-year institutions, with graduate school ahead for those with the ability and desire to do advanced work. In applying this philosophy, California has increased the numbers of its students in college from 178,663 to 368,326 in just ten years. Twenty new colleges, of which fifteen are junior colleges, have gone up to accommodate them.

In Quality No Compromise

Other students will wish to go to the private residential colleges, believing that the quality of education there will be superior to that of the large non-resident institutions. The private colleges will not be able to expand to the same degree as the state and municipal universities, since in many cases there are severe limits on the campus space and the financial resources available. The importance of the private liberal arts colleges, where the students live in residence, lies in the quality of education they provide. Their contribution in the future will be measured by their success in improving and extending that quality. The most famous of them will have to be considered not as private but as public institutions, serving the national welfare and supported by national funds.

But what about teachers? Where will they come from? How can we handle twice the present number of students with comparatively few more teachers, scholars, scientists, and administrators than we now have?

First we must revise radically our idea of what a college teacher is worth. Over the next ten years we must increase salaries by at least 50 per cent, in many



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cases by as much as 100 per cent. And we must put forward a national recruitment program for teachers at all levels of the educational system, with college faculty members acting as talent scouts among their students.

Then we must revise radically our ideas of how higher education should be conducted. We must put a great deal more responsibility on students for their own education. We must recruit promising sophomores, juniors, seniors, and graduate students to assist the faculty in leading discussions, helping with counseling, marking papers, and sharing their knowledge with their fellow students.

Academic Questions

Under the present system of lectures, textbooks, academic credits, and examinations, the student is responsible only for accepting passively the information and instruction offered to him. We would not dream of teaching an air cadet to fly by having him study a book about it, nor would we teach football or skiing by the lecture system. We would put our embryo flyer in an airplane, our football player on the field, our skier on a snowy hill. In college our task is to teach the student to think for himself and to learn how to gather his own information. Therefore our aim in everything we do should be to give him practical experience in doing just that. Instead of lecturing to large groups, we should base our instruction on the discussion method, with small, active groups learning by demonstration and practice how intellectual problems are solved. We should abandon the use of textbooks that provide the answers, neatly summarized.

How do you teach students to think and to learn for themselves? By providing them with the raw ma-

terials of learning, by demonstrating with examples how thinking is done, how problems of an intellectual kind are solved. Specifically we would base our instruction on the discussion method, dividing large groups of passive sitters in classrooms into small groups for active discussion of topics assigned to them along with their reading. The discussion leaders would be drawn from the ranks of students who had already been through the course and who showed talent for learning and for teaching others to learn.

Modified Methods for College Classrooms

The books used by students in their courses would be inexpensive paperbacks printed through the cooperation of book publishers and educators. Each student would be asked to buy at least twenty original works in paperback form for each of his courses, so that he could spend sufficient time with the books to understand them and could build a library of his own for future use. Already there has been a marked change in the curriculum of college literature because of the availability of a large variety of classical and modern works in inexpensive editions. Examinations can be devised that would place responsibility on the student for pulling together what he has learned and showing his capacity, or lack of capacity, for thinking about what he has learned.

In short, let us reverse our present methods in higher education and make the student, not the textbook, the focal point in the system. Let us make the student responsible for showing that he should be in college; we, as teachers, will bend every effort to help him do his best. In the process we should use every helpful device that lends itself to provocative instruction: television, films, tape recordings, inexpensive paperback books.

Our national education problem can be solved only if we put all our available resources to work on it. Parents, community leaders, professional men and women, businessmen, and citizens must mobilize their resources of time, intelligence, and energy to devise economic machinery and legislation that will build and sustain adequate colleges for our country. A nation that can spend two billion dollars to make the atom bomb within a period of six years can surely muster the strength and money to liberate the talents of its youth within a stretch of ten.

*Harold Taylor began his distinguished career in the field of philosophy, which he taught for several years at the University of Wisconsin. During World War II he served as armed services representative at the university and in this capacity helped train thousands of young men. Dr. Taylor became president of Sarah Lawrence College in 1945, when he was only thirty years old. He is the author of the thought-provoking book *On Education and Freedom*.*

Homemaker-

THE AVERAGE YOUNG WOMAN OF TODAY may work outside her home for as much as twenty-five years of her life! This is one of many dramatic possibilities constantly being highlighted in the statistics and findings that are a particular province of the Women's Bureau in the U.S. Department of Labor. The employed woman, her present and her future, is the major concern of this arm of the federal government, created back in 1920 to "promote the welfare of wage-earning women."

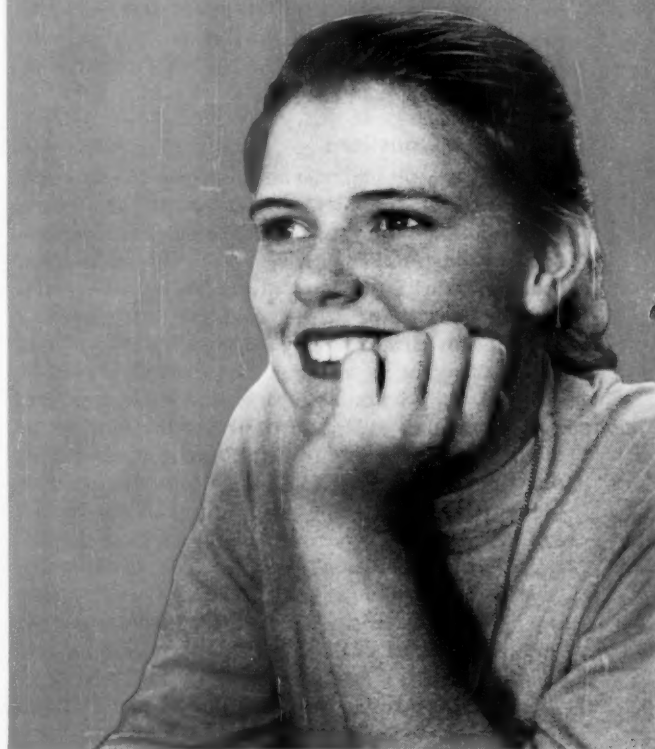
The spectacular technological changes occurring before our eyes, the exciting new job opportunities for women make our 1958 mission a dynamic one. What is that mission? Nothing less than the alerting of all working women to *today's analysis of tomorrow's economic picture.*

They Yearn To Earn

Of course we salute the tradition that homemaking is still the best and most important career for our daughters. They want it that way, and we want it that way. Yet we know that money-making careers for women are here to stay, and this fact alone is one that all parents, all teachers, and all youth leaders would do well to consider carefully. We know that most young girls expect to get married some day. Yet we know too that many high school girls are already earning money in their spare time and that most expect to have full-time jobs when they are through school. Furthermore, with our ever-expanding economy and swift-changing pattern of employment, it's easy to see how the experts have reached the prediction that young women of today may work outside their homes for twenty-five years or more of their lives. This doesn't mean at all that a woman will be employed for a quarter of a century in one stretch. Rather, her money-making life will probably fall into interesting, distinct periods: before marriage, early in marriage, and after her children are well out of the apron-strings phase.

Now that girls can look into the future and see

Is your teen-ager dreaming of a home and babies or of a career studded with pay checks? Chances are, she'll have both. What kind of guidance will be most helpful to her for the twenty-five years of her life that may be spent in the workaday world?



© Max Thorpe Photo

Money Maker

ALICE K. LEOPOLD

this pattern of life laid out for them, everyone who is concerned with their destinies should wake up to the importance of early training for homemaking and money making. Home, school, and church each has its sphere of responsibility for both kinds of training. And certainly the practical skills that are so basic in the delicate art of homemaking, no less than the occupational skills needed to hold a job, depend on sound academic knowledge.

Data for Decisions

In planning their careers many girls still think first of the fields traditionally reserved for women, such as teaching and nursing. As a matter of fact, more women are today engaged in teaching than in any other profession, and the demand will be increasing for years to come, as we so well know. However, in today's complex, high-powered world of work there are many thousands of jobs for women, and new ones are being created all the time. Since every girl probably has several aptitudes, someone should help her to bone up on occupational possibilities. (This will undoubtedly take some boning up on the part of her advisers.)

Aside from personal contacts, the high school girl will find that her school's vocational counseling services can be of the greatest value to her. Not everyone realizes that our federal government, in cooperation with the states, offers a free counseling service to job-seekers through state employment service offices. Also at these offices there is helpful literature, including bulletins that may be taken home or to school.

This literature, prepared by the Department of Labor, lists jobs for American workers and describes what duties are involved in each, what preparation is necessary, how to get one of these jobs, and how to hold it once you've got it. We have been told that a study of these publications is nearly always a revealing experience. So, as you read with a certain girl in mind, I should like to suggest that you let your imagination rove freely. Don't allow yourself to

be bound by rigid, preconceived plans for the girl's career. It could be that something more challenging, more important, and more suited to her personality is waiting for her, if she prepares herself now while in school.

Since we are projecting our imaginations to the time when today's bright-eyed girl takes her first full-time or regular paid job, we might as well look further to the time when she may be a mother, or even a grandmother, wishing to return to employment after a number of years' absence. This is one of the job patterns I mentioned earlier, and nowadays we see it being repeated all around us. Indeed it points up an interesting fact brought out in a detailed study made by the Department of Labor: Ten million additional workers will be needed in this country in the ten-year period between 1955 and 1965, if we are to meet our production goals. And half of this ten million will probably be women—most of them the quite young and the no longer young.

Opportunity Knocks Twice

Today's situation is a surprise to many. Almost one third of all employed people in America are women; of this number more than one third are women who will never see forty-five again! Yet there are many mature women who have difficulty finding earning opportunities because of an unrealistic employment custom that sets arbitrary age barriers.

Fortunately a new plan of action is being adopted by a number of communities. It works this way: Each town or city pools its resources—civic organizations, industries, training facilities, local and public employment services—to provide a public forum where the problem of age barriers can be discussed and where guidance and encouragement can be offered to older women workers.

It has been found repeatedly, for example, that training is a big factor in the employment of these women. Sometimes all they need is refresher training, if they have had the advantage of youthful prep-



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aration for an occupation. Many a woman, of course, does not wish to return to the same line of work she enjoyed at the age of twenty, but she can often use the same occupational skills as a starting point for her entry into the world of wage earning. Hence we might say that early training is a form of job insurance—and it is insurance that today's girls should take out, with the help of teachers, parents, and leaders. The truth is, the demand for *unskilled* workers is fast decreasing. It's education and more education that counts today, liberally sprinkled with practical training.

But the outlook for tomorrow's grandmothers is bright. I may be optimistic, but I believe that when tomorrow's grandmother goes back to work, she will do so in a climate of greater acceptance, even preference. More and more industries are coming to appreciate the reliable qualities of the mature woman worker. In some instances they seek her out and refuse to consider age a disadvantage.

Where Women Are Welcome

It's always refreshing to learn that different industries are making this discovery. For instance, I heard a woman banker say recently that banks are tremendously interested in hiring mature women—and not merely for clerical jobs. She mentioned in particular the position of trust administrator, which used to be the exclusive prerogative of men. Hospitals welcome older women, with their practicality and their stability. Once signs reading "For men only" might

just as well have hung on the doors of insurance and securities-selling companies, but now even these firms claim that age is no barrier in employing qualified women.

There are many, many more opportunities today for women of maturity, and probably the number will be greatly multiplied in a few years. That's why I believe that when the schoolgirl of 1958 decides years from now that she would like to return to work, the economy will welcome her, whether or not her hair has begun to gray. And if she receives job training *now*, she can still keep in touch with her field even in those busy years when homemaking, motherhood, and community endeavors may take most of her time. She can retain membership in professional associations. She can read technical or business publications, of which there is a generous number—one at least, I'm sure, for every field. And in general she can keep attuned to the times.

It is important, then, that every girl look ahead two or even three decades and plan for those years now. To do this she needs guidance; she needs support and enthusiasm—no matter how different her ambitions are from those of her parents or how remote from their generation.

This brings me to one of my most treasured convictions, based on the quiet assumption that one sees among young people everywhere: Our country is destined for moral leadership in the world, and women will have an important, personal part in this destiny. Through youth's questing years, their years of challenging the established order of things, a sense of social responsibility shines through. I have an unshakable faith in the next generation. But I do believe that the success of that generation will be proportionate to the amount of thoughtful planning that goes on during the formative years of youth. Fresh, young vision is vital; ambition is imperative. Yet, as all of us realize in our maturity, it is not so much what we expect from life as what we *plan* to make of it that counts.

Alice K. Leopold is assistant to the U.S. Secretary of Labor and also director of the Labor Department's Women's Bureau. The mother of two children, she has had a notable career both in her home state of Connecticut and in government service. In addition to receiving honorary degrees and other awards, Mrs. Leopold has twice been named "woman of the year" by organizations in her state.

CHILD HEALTH DAY, MAY 1

This is the thirtieth year in which the first day of May has been designated as Child Health Day by Presidential proclamation. The day impresses on us anew our duty to see that all children enjoy their chance for vigorous health, the first requirement for a happy and useful life.

Epic Production

Each October during the feast of Dussehra, the people of India for many years attended a play, based on the great epic *The Ramayana*, that took four days to perform. Everybody would sit through to the spectacular end, when giant effigies of the Demon King and his family exploded in thunder and flame amidst the cheers of the audience. Last October in New Delhi the recently formed National Ballet Centre presented a different version of the epic in ballet form. The performance was a great success.

Ever since India achieved its political freedom in 1947 there has been constant effort to create a national ballet that would fuse folk dance forms with ancient classical dance. The National Ballet Centre has accomplished this. For the future, the Centre has ambitious plans. Besides producing ballets, it hopes to carry on research in the cultural development of community dances, children's dancing, theater crafts, and choral singing.

"Metera"

If a tiny baby who has been abandoned by his parents could talk, he might say something like this: "It's not so much the hunger and thirst I mind; it's the lack of someone to love me." Doctors know that when a child under one year of age is without motherly love, his activities may be retarded, he may not sleep well, and he often has no appetite. As a result, he loses weight and is an easy victim of any disease that comes along.

A new children's home in Athens, Greece, is deeply aware of these things. Its name, "Metera," means "Mother." Its staff is determined to provide real mother love for abandoned children. The home is financed by the Greek government and by donations from Sweden, France, Venezuela, and the Netherlands.

Its atmosphere is bright and welcoming. Specially trained nurses, none of them caring for more than four babies, concentrate on acting as "mother substitutes" by giving the children the tenderness and love they need so desperately. In this cheerful atmosphere abandoned babies thrive while they wait for social workers attached to the home to find foster families eager to adopt them.

The Saving Word

EPIDNATIONS! Would this word alert you to danger? It certainly would if you were a member of the World Health Organization. "Disease is on the march!" it says. "Stand by to prevent an epidemic!" Last year the swift and reliable warning system typified by this word probably prevented outbreaks of smallpox in four European countries. One day a German engineer arrived in Hamburg from Asia, having stopped at Rome, Amsterdam, and London on the way. Shortly after his arrival he fell ill with smallpox. Since the incubation period for the disease is about two weeks, it was virtually certain that he had spread the infection through four countries.

Within ten minutes after smallpox had been diagnosed, the German Federal Health Office notified WHO headquarters in Geneva. Instantly cables signed with the fateful word "EPIDNATIONS" were sent to the health authorities of the four countries involved. Airlines were asked to assist in tracing all the traveler's co-passengers. Ten patients who had been transported in the same Hamburg ambulance as the engineer were vaccinated. The patient's wife was kept home from work and his children from school.

Because the action was prompt it was completely effective. The disease spread no farther, and hardly anyone knew that Europe had been saved from what might have been a disastrous epidemic.



Titles of Esteem in Thailand

What books are most popular in underdeveloped regions of the world? Ask Mary Anglemeyer, an American Unesco librarian who organized and ran a pony-cart library in northeastern Thailand.

First in popularity come the biographies of Abraham Lincoln, whom the Thai people regard as their friend. A century ago, when the United States was itself an underdeveloped country, the King of Siam wrote to President Lincoln to offer technical assistance in the form of three elephants to help haul heavy goods. Mr. Lincoln declined but expressed his warm appreciation of the offer, and the Thai still cherish his memory with affection.

Other favorites are Thai translations of the novels of Jack London; *The Spirit of St. Louis*, Lindbergh's story of his trans-Atlantic flight; Louisa May Alcott's *Little Men* and *Little Women*; and Dale Carnegie's *How To Win Friends and Influence People*. This last choice quite mystified Miss Anglemeyer. "The Thais certainly don't need it," she remarked. "They're all charming."

Footlights in Darkness

Ever since mass education began in Ghana, Africa's newest independent state, the government has realized that to make teaching effective it is important to create an atmosphere of good will in the villages. To this end leisure-time activities were introduced, among them one that has become a popular favorite everywhere—village drama. Village drama is not unlike the "community plays" of the American Theatre Wing. The "stage" may be a grassy stretch between two palm trees, with a kerosene lamp doing duty for footlights. The plots come from familiar stories and happenings. So informal is the atmosphere that sometimes a member of the village audience jumps up from his rush mat and joins in the performance. No lack of audience participation here!

Village drama was used in an even more practical way when government officials found it hard to collect taxes. Plays were presented showing how villagers themselves benefit from the taxes. Collectors report that their job is much easier as a result of the government's theatrical venture.

The Children's Hour: SPACE AND

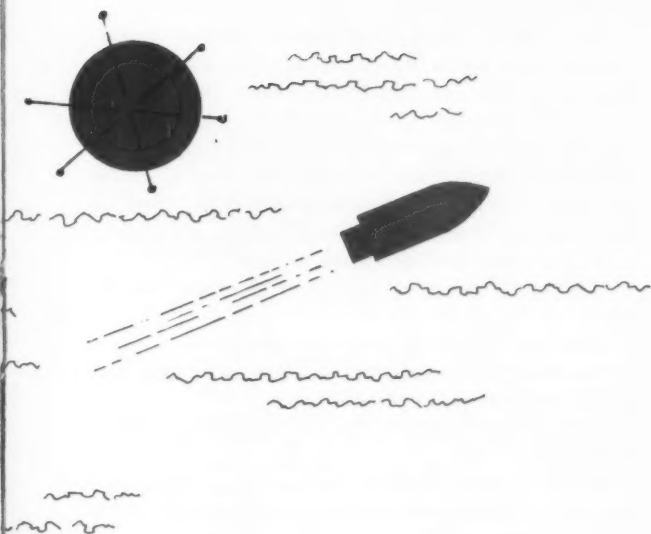
This satellite is about to take off from the roof of the Bank Street School.



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SOME MONTHS AGO the authors of this article heard a group of scientists talking. They weren't scholars from the Institute of Advanced Studies or even students from a high school of science. They were first- and second-graders at the laboratory school of the Bank Street College of Education in New York City. The launching of the Russian sputniks had captured their imaginations and suddenly enlarged their world. Now they were using their morning discussion time to talk about the new satellites. Since that morning the United States has launched its Explorers and Vanguard, and talk of the Space Age has become more commonplace. But it is still exciting to listen to children as they discuss the momentous first steps into space.

If you know anything about six- and seven-year-olds you know that sitting still for an hour is an achievement in itself—in inner or outer space. Yet not only were these children attentive; they were obviously informed and excited about the scientific developments of the past weeks. They had learned a good deal about the new satellites from radio and television and from talking with their families. Far from feeling scared or bored by this complex subject, they were clearly challenged by it. Questions and answers alike came from all the children, and the pooling of their information spurred them to further questions and further answers.



SATELLITES

IRMA SIMONTON BLACK AND BETTY MILES

The Dog Has His Day

It was no surprise to the observers that the discussion opened with questions about the dog in Sputnik II.

"Why didn't they feed it more?" one child asked. "Anyway he died."

They didn't question the ethics of sending the dog into space, but they were obviously concerned about his ultimate fate. Mrs. Hanna McElheny, teacher of the group, explained that in order to answer scientific questions, people sometimes had to do things they did not ordinarily approve of.

"The satellites are still going 'round the earth," one child said, "but the radios are dead. It doesn't mean that they plopped down dead like a dog dies, just that the batteries have no fuel or electricity."

"You can fix it—my father can fix batteries!" another suggested.

At this the whole group broke in, "It's too far up! You can't reach it! People don't know if it's safe to go up there. . . . People might get sick. . . . The air isn't very good. . . . People have never done it before."

"How did they get the rocket up so high?" Mrs. McElheny wanted to know.

"They had to build a powerful three-stage rocket. Here's the rocket [motioning with hands]. It goes up,

"A very fine gander" was Mother Goose's steed when she rode through the air. But modern six- and seven-year-olds demand the latest-model rocket. And they lose no time getting off the ground, orbiting through space with the greatest of ease.

first stage. *Boom*. Goes up another stage. *Boom*. Then it's the third stage. It goes about fifty million miles a day—or an hour."

Several members of the group objected to these statistics.

Another child completed the description. "Here's a rocket. It goes straight up [gesturing with hands]. Then it turns . . . [with hands leveling off to the horizontal]."

One child mentioned that the second satellite was orbiting faster than the first, and several others immediately suggested that it was going faster because it was heavier and higher.

Some said that the United States was going to send up some rockets too. "We're having a kind of race," a boy said. "The Russians and the Americans—seeing who can get the most satellites up."

"As soon as the Russians find out how to get into space," said another, "they might make war on us. So we want to get there too."

It was interesting that children this young could not only grasp complicated facts about the physical world but also understand some of the competitive overtones that have accompanied this particular advance. Yet the group as a whole seemed more seriously disturbed about the fate of a single dog. And it was adventure, rather than disaster, that they read into the Space Age.



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Children study a bulletin board display of material on satellites.

ABC's of Rocketry

"Why else do we have rockets?" the teacher asked.

"To find out more about space!"

"To go to the moon!"

A boy explained, "You know, the moon is a sort of satellite. The moon isn't a planet. It doesn't have its own orbit around the sun, just around the earth."

This aroused cries of protest that the moon was *not* a satellite.

One child said, "The moon is the whole earth's satellite, not just Russia's," and the teacher agreed that the moon was indeed a satellite, but natural and not man-made.

Everyone was satisfied by this explanation, and the talk turned to the old-fashioned moon. The children seemed pleased to have a chance to fit the dramatic and startling sputniks into a familiar old universe. They were, like all children and all scientists, using information that they already had to help them to understand and synthesize new facts. Everybody knew about the moon.

"The moon broke off the earth just like the earth broke off the sun—it broke off, like here's the sky and the world—here's the sun [holding up a fist] and a piece of the sun breaks off because—you know—then part of the world breaks off and that's the moon!"

Many heads nodded agreement with this, but there were disagreements and confusions too.

"I know how the sun got in the air," said a six-

year-old. "One day a piece of dirt just flopped up in the air and was the sun."

This caused much disagreement, though several children were under the impression that the sun had broken off from the earth, rather than vice versa. It took a few minutes to get the matter straightened out—all without any interference from the teacher.

Someone asked, "What keeps it up there?" but the discussion swirled around the question and back to the relationship of earth and sun.

"It takes nine million earths to make a sun!"

"The earth is just a baby doll compared to the sun!"

"The sun's made of gases. The sun's hot."

Mrs. McElheny asked, "Do you think we could send people in a rocket to the sun?"

Cries of "No! no! no! It's too hot—people would burn up!"

Obviously these children had a pretty impressive amount of information. But the teacher wanted them to use this knowledge as a springboard into the brave new world of their generation.

"Heat isn't a problem in going to the moon, but there are other problems," she began. The children took it from there.

"It's too cold," one said.

"But you can do something about cold more than about heat," said another.

"The air is different."

"The air is awful on the sun too."

"There's a problem of gravity."

The Zest Test

There is indeed a problem of gravity in all senses of the word. And one of them is to recognize and to encourage the zest for learning that is built into all children. New concepts of satellites, space travel, and rockets to the moon may have an almost traumatic effect upon grownups. But they are just another part of the tremendous complexity of experience that children try to (and, incredibly, do) absorb and understand.

Right here in this room were twenty-odd answers to America's need for scientists. The children's excitement and enthusiasm were obvious. We who recorded their conversation felt, after listening to the group, that the future of America is indeed hopeful if we hold and encourage the interest young people have in their world—from soap bubbles to sputniks.

Irma Simonton Black, whose name and work are familiar to many a P.T.A. member, is publications chairman at the Bank Street College of Education in New York. Parent, teacher, and research worker, she has written sixteen books for children and two for adults. Betty Miles, publications assistant at the same college, is the mother of three children and author of A House for Everyone.



NOTES from the newsfront



In Step with the Space Age.—Parents in Glencoe, Illinois, will be able to hold their own with their children on the wonders and discoveries of the space age after they read the *Space Primer for Perplexed Parents* that the Glencoe elementary schools are distributing. Written by John Sternig, assistant school superintendent, and financed in part by the local P.T.A.'s, the booklet acquaints mothers and fathers with facts their children have already learned in science classes from kindergarten on up. Parents will soon be equipped to give as good a definition of a satellite as the Glencoe first-grader who lisped, "It's a kind of wocket ship, and after the wocket gets launched off, it goes in an orbit."

Scum Clearance Project.—That green scum, or algae, that grows on ponds isn't as useless or as repulsive as it looks. In Japan one of the algae, *Chlorella*, is being cultivated as a new artificial food in four specially constructed ponds. *Chlorella* is highly nutritious and cheap. It can use more light energy than crops occupying the same area and is independent of weather conditions except for light. Mass production of the new food in both liquid and powder form will begin soon.

In Tune with Their Tastes.—"What's for dessert, Mom?" If the answer is "Apple pie," Mom's right on the beam, for apple pie leads the hit parade with youngsters eight to fifteen, according to a survey of dessert favorites made by the American Hobby Federation. Ice cream rates second, and next in order of preference comes lemon meringue pie.

Eve in the News.—British magistrate Gertrude Bishop reports delinquent girls are often more troublesome than boys. "Women have much more ability than men," she explains, "even when they set out to be bad." . . . Soviet advances in science owe much to nearly

half a million women engineers and technicians now active in the Soviet Union, says a report from Moscow. . . . Switzerland's 1958 Pageant, July 17 to September 12, will honor women's achievements. Commenting on pageant plans, Swiss official Siegfried Bittel declared that women "can even tip the scales in favor of rational action."

Long on Genius?—Do men of genius have any characteristics in common? Short stature, for one thing, according to Dr. V. B. Green-Armytage, former president of Britain's Royal Society of Medicine. He studied one hundred geniuses (men like Voltaire, Shakespeare, Chopin, Einstein, and Raphael) and found that almost all of them were under five feet three in height.

Money in Their Jeans.—America's 17 million young people between 12 and 20 have a lot of money to spend—approximately 9 billion dollars a year. Here are some of the ways they spend it: Two out of three own their own cameras—and use them (one of every four photographs is snapped by a teenager). Teen-agers buy half of all the small radios that are sold and about 70 per cent of the single records. Our young people also account for 5 per cent of the nation's gas consumption.

Something New Has Been Added.—New York State has passed a law requiring that general science subjects be taught in all grades from first through eighth. . . . A course in Mandarin Chinese—the only one in the country—has been inaugurated in Lincoln High School, San Francisco. Students, says their teacher, Erwin E. Gordon, find it easier to learn than Spanish or French.

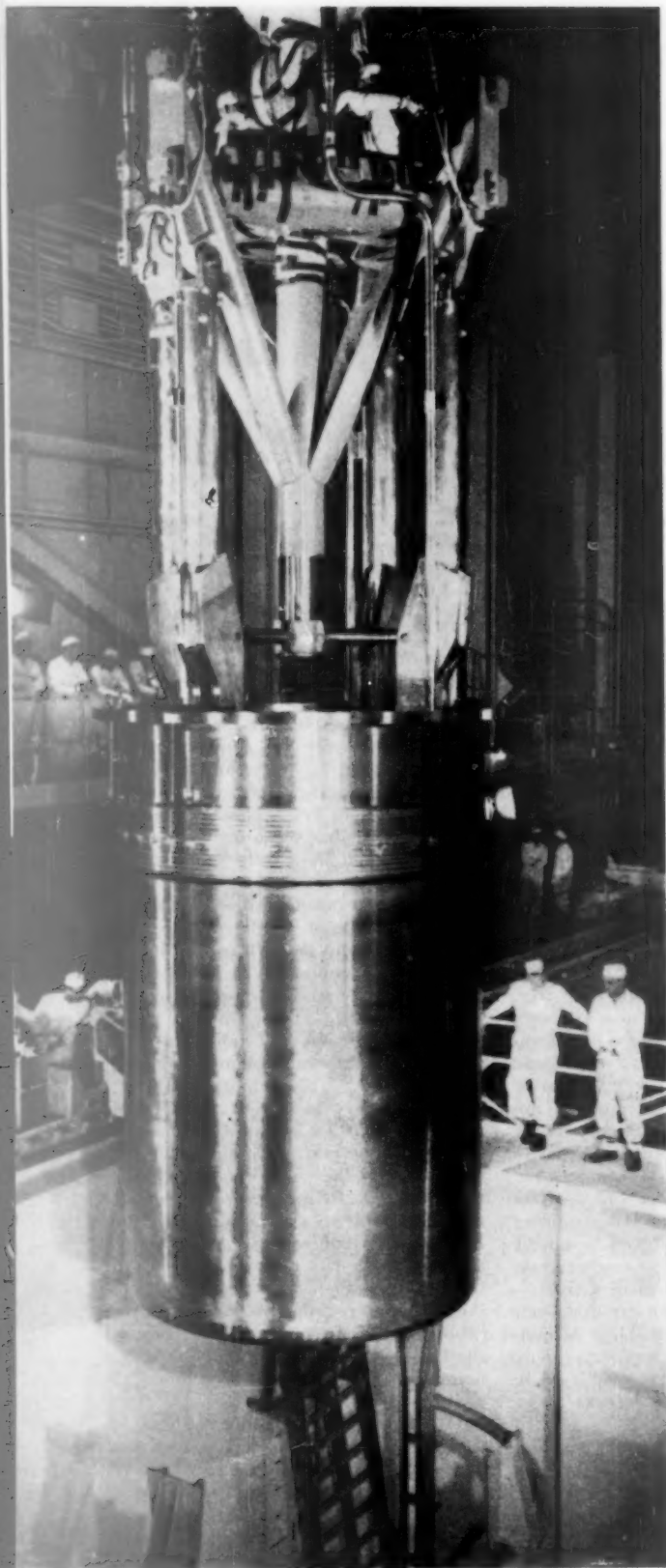
Green Gets Go Signal.—Background color for directional signs on the new forty-billion-dollar federal interstate highway system will be green. Hundreds of motorists, representative of the nation's road users, were invited to drive

a test stretch near Washington, D. C., and indicate their preference for green, blue, or black backgrounds. Lettering on all signs was white. In the color contest green won 58 per cent of the motorists' votes; blue, 27 per cent; and black, 15. Another feature of the 41,000-mile coast-to-coast road system will be roadside rests at intervals of approximately thirty miles. These "turnouts" will be attractive areas where motoring families can stop to stretch their legs, nap, or picnic.

Century-Old Question.—In 1856, according to *Clearing House*, Connecticut's Superintendent of Common Schools wrote: "The average wage of female teachers is about \$17 per month, from which, if we deduct \$2.50 per week for board, we shall have only \$7 for the poor teacher in return for four weeks of earnest and devoted labor. I would ask the candid and intelligent citizens of our state if this looks like true liberality or true wisdom. Will this small rate of compensation secure a high order of talent? Will it warrant the expenditure of time and money essential for a proper course of preparatory training?"

Economic Facts To Be Faced.—What is "the most important economic problem to be faced by the United States in the next twenty years"? *Fortune* magazine reports that when the Committee for Economic Development asked this question of fifty scholars and leaders in public affairs, foreign and American, a third of the respondents placed this problem at the top of the list: "the challenge posed by the underdeveloped nations of the free world."

Easy Choice.—Young Susan watched wide-eyed as her aunt unwrapped a package and finally held up two beanbags, a red one and a blue. "One's for you, and one's for Jimmy. Which one do you want?" the aunt asked. "I want Jimmy's," Susan promptly replied.



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CHARLES L. DUNHAM, M.D.

*Director, Division of Biology and Medicine
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What About

RADIATION HAS BEEN PART OF MAN'S ENVIRONMENT since the beginning of time. It bombards him from outer space. He walks upon a radioactive earth, and the materials within his body regularly give off five hundred thousand disintegrations a minute. Yet many people seem to believe that radiation is an atomic-age product. True, some of its applications are new, but its characteristics are the same as they were at the dawn of earth's first day.

This "sea" of radiation in which man evolved and lives is commonly called *background radiation*. We measure it and express what we find in terms of the "r" or roentgen (pronounced *rent-gen*). This is not as mysterious a word as it sounds; it's simply the name of the German scientist who discovered X rays. We use "roentgen" as the butcher does "pound" or the seamstress "yard"—to indicate how much. Minute amounts of radiation, such as those found in background and in fallout from weapons testing, are written as so many "mr," or milliroentgens. An mr is one thousandth of a roentgen.

Background radiation varies from place to place depending upon altitude, soil, and building materials. In New York City it is approximately 80 mr per year. In Denver, Colorado, it is about 150 mr per year. A granite building has more natural radiation than a wooden one, and people living where there are radioactive sands are exposed to considerably more background radiation than are people elsewhere. In certain parts of Brazil and India generations of people have lived on monazite, a thorium-containing sand with a natural background radiation as much as fifty times greater than the average.

Maybe some of us think of radiation as a new development because it came to universal attention with the atomic bombing of Hiroshima. It is unfortunate that we learned about atomic energy that way. A great many of us do not yet realize that the atom can be as great a force for good as for destruction.

At Shippingport, Pennsylvania, in the nation's first full-scale atomic generating station, this huge multimillion-dollar core is slowly lowered into position. Its precious fuel consists of 14 tons of natural uranium and 165 pounds of enriched uranium. The nuclear furnace produces steam, which in turn generates electricity.

RADIATION?

For example, in many parts of the world nuclear reactors (atomic furnaces) are being designed and built to generate electricity. The fuel, instead of being coal or oil, is uranium—the same material used in an atomic bomb. In a weapon all the energy in the uranium atoms is simultaneously released, resulting in a tremendous explosion. In a nuclear reactor, however, the uranium is fabricated and positioned so that it releases its energy gradually and cannot explode. This energy, which comes off in the form of heat, is then used to generate electricity as though it came from a conventional power station.

Atoms Active for Peace

Last December, just before Christmas, the Atomic Energy Commission announced that the world's first full-scale nuclear plant designed exclusively for civilian use was operating at full power. That plant, at Shippingport, Pennsylvania, is delivering 60,000 kilowatts of electricity, enough to supply the needs of a community of 84,000 people. It is expected that by 1977 atomic energy in the United States alone will be generating 133,000,000 kilowatts, about 25 per cent of the nation's power needs.

Another major peaceful use of atomic energy lies in isotopes that are made radioactive in an atomic furnace. These isotopes are a marvelous extension of man's ability to "see and sort." At first the scientist could only see things with his eyes and sort them with his hands. Then came magnifying glasses, the microscope, and a variety of intricate instruments to aid his experiments. Radioisotopes are a giant step toward still greater understanding because they enable man to "see or follow" processes he could not investigate before.

A radioactive isotope is the chemical twin of its nonradioactive brother. Thus sulphur and radioactive sulphur, for example, behave in the same manner. But because the radioactive isotope of sulphur emits radiation, we can, with sensitive instruments, detect its presence and follow its course. So sensitive is this process that we could trace a pinch of radioactive baking powder in two carloads of cake batter.

In addition to being used as tracers, radioisotopes serve as sources of radiation to take the place of more

Radiation is terrible as a foe. Is it

dangerous even as a friend? Scientists

themselves do not agree. Here is the considered

view of a member of the U.S. Atomic

Energy Commission.

expensive and bulky X-ray equipment. A survey of firms using radioisotopes indicates that during 1956 they saved American industry about \$390,000,000.

Isotopes have also made great contributions to the field of agriculture, promising an eventual saving of about \$200,000,000 a year. As tracers they can be used to follow the course of food through a plant, so that the most beneficial mixture can be applied to the soil at the most favorable time of the year. Using radioisotopes as a source of radiation, scientists have created new strains of some plants, introduced disease resistance in others, and produced larger crop yields in still others.

Perhaps the most important application of radioisotopes to the well-being of mankind is their use in studying the diagnosis and treatment of disease. And since I am a doctor, it is this application that holds the greatest interest for me.

Just as radioisotopes are replacing radium in industrial X-raying, so they are being substituted for powerful X-ray and radium treatment devices in hospitals around the world. Indeed one of our laboratories has designed a portable X-ray machine about the size of a water glass for diagnostic use on the battlefield. Among the advantages of isotope treatment devices are fewer skin reactions, less discomfort to the patient in deep therapy, and deeper body penetration for treatment of remote lesions.

The variety and malleability of materials that we can now make radioactive also give us great flexibility in their use as internal sources of radiation. Cobalt beads on a nylon thread, for instance, can be made radioactive and then be sewn into a tumor to irradiate cancerous cells, sparing the healthy tissue nearby. Or radioactive seeds of gold can be injected with a "gun" to destroy cancer in a less accessible organ.

One cannot place a dollar value on extension of life or surcease from pain. When we can, through use of radioisotopes, retard the growth of a cancer or prolong, even for a few years, the life of a child suffering from leukemia, the reward is obvious.

Because of the urgent need for more effective ways to treat cancer, much attention is being given to the applications of radioisotopes that I have just described. Yet such therapeutic applications may well be outstripped by the use of these materials in diagnosis and as tracers in fundamental research on the nature and cause of disease.

Atoms Can Smash Disease

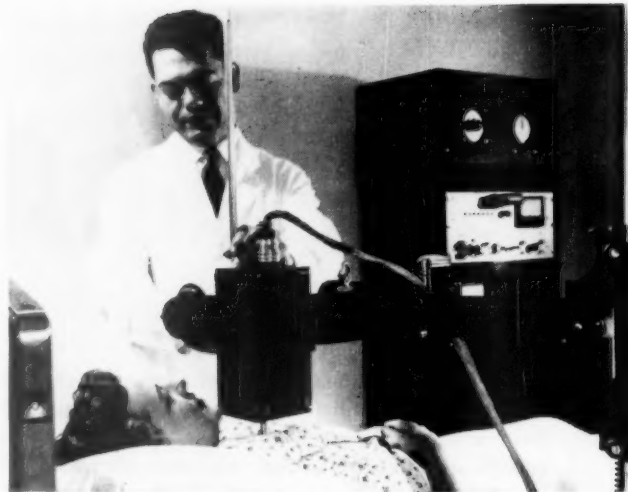
As medicine learns to control the infectious diseases that once took the lives of many of our citizens in their earlier years, the diseases of maturity and old age become increasingly important. If we were able, for example, to recognize illnesses stemming from derangements of complex, little understood body processes such as carbohydrate, lipid and protein metabolism, we could correct defects before they cause irreparable damage. Indeed, scientists are looking at the whole question of aging and asking "What precisely is aging?" Perhaps eventually we can look forward to the day when the question "How old is Mr. Smith?" will be answered more precisely in terms of Mr. Smith's entire organism than his age.

Ever since 1895, when Roentgen discovered X rays, man has been using radiation for his own purposes. By the time the atomic age dawned, he knew more about its characteristics than he does today about many other industrial hazards. This fact was well noted by the National Academy of Sciences in its June 1956 report, *The Biological Effects of Atomic Radiation*:

"The use of atomic energy is perhaps one of the few major technological developments of the past fifty years in which careful consideration of the relationship of the new technology to the needs and welfare of human beings has kept pace with its development.

"Almost from the very beginning of the days of the Manhattan Project [the wartime atomic energy program], careful attention has been given to the biological and medical aspects of the question. By contrast, the automobile revolutionized our pattern of living and working, but we are only now beginning to appreciate the problems of safety, urban congestion, nervous tension, and atmospheric pollution which have accompanied its development."

From long experience with medical X rays and radium, it has been possible to establish permissible levels of human exposure to both external and internal radiation. These permissible levels, which apply to the entire atomic energy industry, have been developed over the past quarter of a century by the National Committee on Radiation Protection and



© Brookhaven National Laboratory, Upton, New York
A scientist demonstrates the use of a Geiger counter to follow the course of radioactive iodine as it moves toward the thyroid gland. In this way it is possible to determine how much iodine is actually being taken up by the gland.

Measurement, comprised of leading physicians and radiation scientists from all parts of the country. They have set the maximum permissible level not as a point beyond which there is immediate danger but rather as a point beyond which some effect might be detectable. Thus even though the atomic energy industry is still in its infancy, a great body of knowledge is available to define the potential risks associated with radiation—and to guard against them.

In their anxiety over possible harmful effects of fallout, many people seem to have forgotten the existence of this fund of information. Apparently they have lost sight of the age-old relationship between man and radiation. Yet radiations from the heart of the atom—alpha, beta, or gamma—behave in the same manner and have the same effects whether they emanate from natural or man-made sources of radiation.

Our Children's Children

Many people also have a tendency to confuse two types of radiation danger: (1) the possible harm that exposure to low levels of radiation may do to us of this generation and (2) long-range genetic hazards of radiation to our children and to future generations.

As to the first danger, there is no valid evidence that our generation has suffered pathologically either from the effects of background radiation, which gives the average American 4.3 r in thirty years, or from fallout, which will give each of us 0.1 r for the same length of time. As to the second, there can be no doubt that our inheritance mechanism is very sensitive to radiation. So far as is known, all reproductive cells, or genes, are subject to mutation, or change. Over the population as a whole there is a continuing rate of change known as the spontaneous mutation rate, caused by factors such as heat, chemicals, and

radiation. Most geneticists agree that these mutations, regardless of cause, are nearly all harmful to the human organism.

Since the changes resulting from the various factors are the same, it is impossible to determine which ones are produced by radiation. All the information now available has been obtained by exposing mice or fruit flies to levels of radiation which are many times that of the natural background. It is virtually impossible to conduct a study of the effects of low levels of radiation, as from fallout, on reproductive cells. Millions of experimental animals would be needed to obtain a number of mutations large enough to be statistically dependable.

The National Academy of Sciences has reported that at present about 2 per cent of all children in the United States are born with some noticeable genetic defect. So two million of the approximately hundred million children eventually born to our present population will show these effects of naturally occurring mutations. If for generation after generation the total population were to be subjected to a "doubling dose" (which geneticists estimate to be 30 to 80 roentgens), this figure would gradually rise to 4 per cent, or four million.

Remember, we do not know accurately either the spontaneous mutation rate or the rate at which radiation induces mutations in man. But let us assume that 30 to 80 r is somewhere in the neighborhood of the true value. We see, then, that the lower figure, 30 roentgens, is more than seven times as much radiation as the average American now receives from the natural background throughout his reproductive years. That figure is about three hundred times as much radiation as we will have received from weapons tests—if they are conducted at the same rate as over the past five years.

What are the chief man-made sources of exposure? The largest is X rays. This was the major concern of the National Academy of Sciences' report. The academy urged that "the medical authorities of this country initiate a vigorous movement to reduce the radiation from X rays to the lowest limit consistent with medical necessity." This does not mean that we should stop using X rays for treatment and diagnosis. It is a warning to use radiation more conservatively.

Facts About Fallout

But the source of exposure to radiation that has most recently given rise to concern is fallout caused by the testing of atomic weapons. One of the radioactive isotopes in fallout with which we are most concerned is strontium⁹⁰. There are two reasons why we single it out for particularly careful study. In the first place, its radiation decays slowly and is therefore present for a long time. The second is that strontium behaves very much like calcium in biological systems and, like calcium, enters into the bone struc-

ture. In order to keep a close check on the amount of strontium⁹⁰ that has been put into the stratosphere, dissipated around the world, drifted to the ground, and made its way through food chains and finally into the human body, the Atomic Energy Commission since 1953 has been analyzing samples of dust, soil, foodstuffs, fish, and milk from all over the world.

The maximum permissible concentration of strontium⁹⁰ by the general public has been set at a hundred strontium units. Analyses show that the current concentration of radiostrontium in the bones of American children is about three quarters of one strontium unit. Some children will have more, some less, but only in exceptional circumstances will the maximum concentration in any American child be likely to exceed five times this amount. Since calcium, and hence strontium, is replaced in the adult's skeleton at a very slow rate compared with new bone growth in children, radiostrontium levels in adults are much lower.

The possible risks from continued testing have been carefully evaluated by competent scientists both within and outside the Commission, and by independent scientific organizations such as the National Academy of Sciences and the British Medical Research Council. These scientists conclude that risks to the individual from the current rate of nuclear testing are exceedingly small and that they are comparable to other risks we routinely and willingly accept every moment of our complex twentieth-century lives. Meanwhile intensive research programs at Atomic Energy Commission installations, private industrial plants, institutions, and universities in the United States and many other countries continue to yield information that will help us to assess the problems more accurately.

Note, however, that I have been concentrating on the low levels of radiation found in background, in medical diagnosis, and in the testing of nuclear weapons. Certainly I would not try to minimize the death, destruction, and suffering that would result from the use of nuclear weapons in atomic warfare.

Since the day when man discovered fire, he has known that the material benefits which enrich his life invariably involve some degree of danger. The small additional risk we accept from exposure to fallout produced in weapons testing may well be the price we must pay for continued superiority in nuclear armaments—armaments that we hope will deter aggression and ensure our existence as a free nation.

When Charles L. Dunham, M.D., joined the U.S. Atomic Energy Commission in 1949, he was assistant professor of medicine at the University of Chicago and in charge of the Arthritis Clinic and Hospital Service. Dr. Dunham is an active member of such important scientific organizations as the National Academy of Sciences and the Radiation Research Society.

PEOPLE

WORTHY C



A plaque honoring the memory of Phoebe Apperson Hearst is acknowledged for the family by her grandson, Randolph A. Hearst, and his wife. The place is Golden Gate Park in San Francisco. The occasion is the sixty-first anniversary (February 17, 1958) of the founding of the National Congress of Parents and Teachers by Mrs. Hearst and Alice McLellan Birney. In accepting the plaque Mr. Hearst emphasized the strategic role of the P.T.A. in meeting the needs of American education at this critical time.

Joining Mr. and Mrs. Hearst in the impressive wreath-laying ceremonies are Mrs. P. D. Bevil (far right), chairman of the National Congress Committee on Safety, who represented Mrs. Rollin Brown, national president. On either side of the wreath are (right) Mrs. Russell Scott, president of the California Congress, and (left) Mrs. Ralph Doscher, president of the San Francisco Second District. Mrs. Keplar Johnson (second from right) is Founders Day chairman for the Second District. Mr. Hearst holds a volume of tributes to his grandmother presented by the National Congress of Parents and Teachers to the Hearst family.



OF HONOR



© Carl Purcell, N.E.A.

This year's golden key awards, conferred annually by the American Association of School Administrators, were presented to Lila Winsor, who taught school for thirty-eight years in McRae, Georgia, without missing a single day, and to her most famous pupil, Marion B. Folsom, Secretary of the U.S. Department of Health, Education, and Welfare. The golden keys are awarded each year by seven national organizations, among them the National Congress of Parents and Teachers. One key goes to a citizen who has contributed significantly to the national welfare. He in turn selects the recipient of the second key, the teacher who has influenced him most decisively in his early life.

It was half a century ago that Secretary Folsom sat in Miss Lila's fourth-grade classroom, but he recalls vividly that she was "one of the best teachers I ever had." Miss Lila, now eighty-two and retired, remembers him as "an exceptional student—one who had an easy manner, a flair for mathematics, and a marvelous ability to learn." She adds, "He was never idle."



© Carl Purcell, N.E.A.

Few men of our time have been more active in the field of public school administration than has Herold C. Hunt, former superintendent of schools in Chicago and a vice-president of the National Congress of Parents and Teachers from 1948 to 1951. He served for two years as Under Secretary of Health, Education, and Welfare and is now Eliot professor of education at Harvard University. Dr. Hunt this year received the annual American Education Award conferred by the National Education Association—an award given for distinguished contributions in the field of education. The *National Parent-Teacher* rejoices in the recognition accorded one of its advisory editors.



© S. Stanton Singer



WHAT'S HAPPENING IN EDUCATION?

• *Those who criticize our schools—the number seems to be increasing all the time—frequently hold up the schools in other countries as examples of the pattern we should follow. Are these schools so much better than ours?*

—Mrs. R. T. S.

People in any country shape their school systems to serve their aspirations. Soviet Russia strives to match U.S. productivity, so its schools center on technical training. Russia submerges the liberal arts and teaches the party line because its leaders want followers, not citizens. The new African nation of Ghana stresses reading and writing because its illiteracy rate is so high. So it goes. How can one reach a judgment of "better" in the measure of unequal values?

You may say that since democratic countries have similar aspirations a comparison of their school systems might be fruitful. True.

Not long ago I had the privilege of hearing students from thirty-four countries discuss with fifty-one

United States students from forty-one states the merits of their respective schools. The place was Colonial Williamsburg. The event was the Williamsburg Student Burgesses—the first meeting of its kind. The foreign students, brought here by the *New York Herald Tribune*, were visiting and studying in U.S. high schools. The Americans were presidents of state associations of student councils.

The foreign students were almost unanimous on what they found to be faulty in American high schools, though they admitted that their views might change. Their chief criticisms were these:

1. American schools are too easy.
2. We don't require as much time in school as do other countries. Miss Choi of Korea said her classes met six days a week; no dates with boys permitted; two months vacation, one in winter, one in summer. Only the United States runs its schools on a five-day week.
3. Our tests don't test. One girl reported she got 100 per cent on a true-false test in a subject she had never studied.
4. American students squander too much time on activities.
5. Coeducation distracts from the business of studying. Most other countries operate separate secondary schools for boys and girls.
6. School uniforms, common in other countries, are democratic. The well-dressed American youngster makes children from poor families feel inferior. "Some girls change dresses every day!" exclaimed one foreign student.
7. Americans are conformists. The student who thinks independently is an outcast.



© John Crane, Williamsburg

Delegates—some from the other side of the world—watch a Williamsburg craftsman bind a book in the old colonial manner. In the background are Mr. and Mrs. Howland Sargent. Mr. Sargent is a former Assistant Secretary of State; Mrs. Sargent, the motion picture actress Myrna Loy.



Students from Jordan (center), Brazil (right), and Maine (the one with the borrowed fez) hear the story of Jamestown from an "old-timer" guide.

8. Relations with teachers are shockingly informal.

To these eight charges the American students replied:

1. American schools are both easy and hard. If you are college-bound, you hit the books.

2. Our five-day week allows students time for other activities—sports and work, for instance.

3. Agreed. Our testing practices could be improved.

4. The aim of U.S. schools is to prepare boys and girls to be good citizens. In their many activities students learn the skills of citizenship. (A poll showed that U.S. students plan to participate in community activities to repay the community's investment in their education. Foreign students felt little obligation for community service.)

5. Since the sexes live together as adults, why not learn how to do it in school? Separation is artificial.

6. Democracy means freedom of choice—in dress as well as other things.

7. How can students who dress exactly alike call Americans conformists?

8. Friendly, informal relations with teachers are a way of being democratic.

Intense arguments continued long after the formal discussions ended—but always with give-and-take. Despite their differences these students from thirty-four countries and the United States shared one common bond—the free, democratic spirit.

• You reported about a year ago that James B. Conant, the former president of Harvard, was engaged in a study of our high schools. Has this study been completed?

—R. F.

Dr. Conant has made a preliminary report. He presented his views at the Indianapolis meeting of the National Association of Secondary-School Principals last February. What he says deserves attention, especially at this time when so many people are demanding a reorganization of the high school program.

Dr. Conant did his own research. "I have talked to principals, teachers, and students and sat in classes in some fifty schools in thirteen states, . . ." he told the principals. "I must have discussed educational problems with over fifteen hundred high school teachers in groups ranging from three to thirty."

What does he recommend?

Curriculum. "Four years of English and four years of history or related social studies will be required of all the pupils in a satisfactory high school. Two years of mathematics will likewise be required, but at the end of the eighth grade the counselors will, on the basis of earlier achievement and suitable tests, guide not more than half of the boys and girls in the ninth grade into algebra, the others into general mathematics or commercial mathematics. All students will take a general science course in the ninth grade or biology in that grade or the tenth. All will be urged to elect at least one year of art or music, and, depending on the state laws, all will take physical education for a definite period of time."

He would have all students "with a variety of vocational goals" study "American government and contemporary problems" in the twelfth grade.

Foreign language. "A minimum continuous sequence of four full years in high school is necessary. . . . It may even be more effective to spread the equivalent study over a six-year sequence. . . . The pupil should not dabble in language study."

The gifted. (Here Dr. Conant acted as a reporter on a conference he chaired in Washington.) He asks us to focus on a new term, "academically talented pupil." While the "gifted"—that is, the very high IQ group—"comprise about 2 per cent of the high school population" the academically talented college-bound students comprise 15 to 20 per cent.

These academically talented can be identified in the eighth grade. These will be "boys and girls who have the ability to study, effectively and rewardingly, advanced mathematics, foreign languages, and tough courses in physics and chemistry."

Grouping. "There was a strong sentiment for arranging classes so that a pupil of high ability in a given subject will study this subject together with others of comparable ability." But this does not mean mechanically separating "all pupils with an IQ above an arbitrary value into a fixed curriculum."

Slow learners. These are the 10 to 15 per cent of students "who have great difficulty with reading and in handling numbers, . . . [those] left to sleep the subject out. In the interest of all concerned, they should be taken out of the required courses (English, history, biology, general mathematics, for example) and given a different type of instruction by teachers specially qualified for this work and anxious to undertake it. Merely putting those students in a special section of the required subject courses will cause them and the teachers assigned to the impossible task acute distress."

Tracks. "Programs labeled 'academic' or 'college preparatory' tend to attract the less able students because of the parents' desire for prestige. Such programs are not necessary if the classes are sectioned according to ability and on a flexible basis."

Home room. "By far the best method of developing social cohesion among students is by the use of the home room. . . . A home room assembled from students of all sorts of abilities and interests, kept together for three or four years, and playing a real part in the student activities through an effective student council, can perform a great role."

Do you find these excerpts more tantalizing than satisfying? For a full report consult the National Association of Secondary-School Principals, 1201 Sixteenth Street, N.W., Washington 6, D. C.

• *I have read several articles lately on the strong public response to a TV program on great literature offered by New York University. Why can't we get programs like this in our midwest city?*

—Mrs. E. M.

That's *Sunrise Semester*, a course first given by Professor Floyd Zulli over SCBS at (and note this) six-thirty a.m.! It is indeed a great success, not only with adults but with eager, ambitious students. In one suburb more than seventy upper-grade students watch the program every morning and read the books. The high school gives credit for those who take the course and pass the stiff exams.

I have been hearing of similar action in other high schools. I have also been hearing rumors that *Sunrise Semester* may be offered on many stations next fall. Watch this column for further news.

Educational television is taking giant strides ahead. New York State seems ready to rent daytime hours on a New York City station for a battery of school programs. In Washington a party of Congressmen journeyed to Hagerstown, Maryland, to see what educational TV can do for an entire school system. In Texas a friend of mine reports success with programs in which he teaches illiterates to read. This week a teacher from Schenectady told me that he regularly assigns TV viewing of certain major programs (for example, "The American Theater" on *Wide, Wide*

World). He says such assignments stir more interest and promote more book reading and research than any other classroom exercise.

So it goes. Everywhere the public and educators press for wider use of television for education—school education and adult education. How far have we come?

If we climbed a super-high TV transmitter and looked down on the United States what would we see? . . . More than seventy colleges offering almost four hundred telecourses. . . . Twenty-six educational television stations serving at least twelve million people. . . . A national center at Ann Arbor busily creating fine educational programs that go out sometimes on film and sometimes over NBC network lines. . . . Numerous network programs of high cultural and educational value (*Wide, Wide World, Omnibus, Hemo the Magnificent* and others of the same series with Frank Baxter, *The Great Challenge, Mr. Wizard*, and so on). . . . Rapid expansion of closed-circuit television—that is, private party-line operation for colleges and school systems.

So you may rightly ask, "If all this is happening, why don't we have more of it in our community?"

Well, you do have the network shows. If you don't, ask your station managers why. In a loud, firm voice.

If your local colleges haven't waked up to the TV age, ask the presidents why.

Now let's turn to educational television stations. Why aren't there more? Why doesn't New York State build a station instead of buying time?

Stay with me because the answer is complex. Television programs can be sent out over two kinds of channels, VHF and UHF. You probably tune in VHF channels. You have thirteen choices on your dial. You get programs on from one to perhaps seven. If you could tune in UHF channels your dial would have *seventy additional places*.

Why don't you have seventy places? Because the manufacturers don't build such sets. Or not many.

How does this affect educational stations? When the FCC set aside 242 channels for education it put most of them in the UHF class. That's the class for which manufacturers don't build receivers. So educators prudently say, "Why should we spend money for a station that viewers can't pick up?"

Of the twenty-six noncommercial educational stations now telecasting, only five are UHF.

What can you do about this? The FCC has dragged its feet on reorganization of our national television service, but you don't have to wait for it (you might have a long wait). Look into what can be done now with local stations, local institutions, and closed circuits. Your best guide: *Television in Education*, U.S. Office of Education Bulletin 1957, No. 21 (55 cents), available from the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C.

—WILLIAM D. BOUTWELL

All Out—All Ages

POLIO VACCINATION

ROUNDUP

They All Got Vaccine Except Dad . . . The men in the iron lung was the only member of his family who was not vaccinated against polio—

and the only one who came down with the disease. James Wood of Charlotte, Michigan, was thirty-six years old when he and his wife started for a vaccine clinic one evening to get their polio shots. But friends dropped in and the trip was postponed. Later Wood took a night job to make a little extra money, and it wasn't easy to go to the clinic. His wife and his six children were all vaccinated, but Wood just never did get around to it. Then the blow struck—shortly before the birth of his seventh child. The only good that can come from the tragedy, says his hard-pressed wife, will be "if what happened to us helps somebody else."



© National Foundation for Infantile Paralysis

All of us are thankful for the passing of those anxious years when, with the approach of summer weather, the dread word "polio" lurked in every mother's heart.

Now, for people who have been inoculated with the Salk vaccine, this terror is a thing of the past. But we should not allow our relief to turn into complacency. Polio is still with us, and a frighteningly large number of people have somehow neglected to get their polio shots. For them, the danger is as formidable as ever. So that we may understand just what this danger is and how the Salk vaccine can protect us, the National Foundation for Infantile Paralysis has compiled a series of questions and answers that every parent and teacher will want to study and talk over with family and friends.

• *Can adults get polio?*

Yes, they can and they do. Polio hits men and women, usually striking them much harder than it strikes children. Although the incidence of polio in persons over forty is relatively low, the degree of involvement for these adults is definitely high. Three out of four respirator patients today are twenty years of age or older. Don't take a chance. Get your Salk shots, whatever your age. There is plenty of vaccine available today. Ask your doctor for Salk shots for your entire family.

• *Are parents safe from polio if their children have been vaccinated?*

No. You must be vaccinated yourself to be protected. A vaccinated child or adult can carry the polio virus without harm to himself. But he may pass it along to others still unvaccinated and therefore still susceptible.

• *Are you and your family safe if your neighbors have been vaccinated?*

No, and for the same reason as above. If there is no polio virus in your community, you may well be

safe and think you are immune. But you cannot be sure. Your neighbor's vaccination, like your child's, cannot give you immunity. Your own personal vaccination can do that.

• *Are you safe from polio if you've had one shot? Two shots?*

Not necessarily. One shot is better than none. Two shots are better than one. But for maximum assurance of protection, all three shots are required.

• *Where can you get Salk vaccine?*

From your doctor or at local vaccination clinics. Start your Salk shots early, to have full protection before the next polio season.

• *Is your child too young to be vaccinated?*

Probably not. Ask your physician when your child should have the first Salk shot. Before the vaccine, children five to nine years of age were polio's principal targets. But last year (1957), polio struck hardest at children aged *one year!* This age group had a paralytic attack rate of 5.7 per one hundred thousand, according to the U.S. Public Health Service. The next highest rate was 5.5 for children aged two.

• *How can three minutes spare a lifetime of suffering?*

It takes only *one minute* to get one Salk shot today. It takes *another minute* to get a second shot from two to six weeks later. And only *one minute more* for a third shot seven months after that. Three minutes can prevent a lifetime of needless crippling. Make arrangements to start Salk shots now for your entire family.

• *What's the biggest bargain in medical history?*

Protection from polio! Three Salk shots can be bought easily today, giving you and your whole family freedom from the fear of crippling polio. When the vaccine was first made available, the demand exceeded the supply. But this spring there is enough Salk vaccine on hand to make polio protection an economical, practical reality for everyone.



LET'S DO A

Community

Play

© American Theatre Wing

From *Tomorrow Is a Day*

Millie: *Children sometimes draw strange conclusions from the things that happen to them and it may make them kind of unsure of themselves. . . . But no one person's responsible.*

Irene: *Yes, but . . . Oh, what a dumbbell I've been! . . . I didn't see!*

Footlights can illuminate the audience too. And look who's in the center of the stage—you!

"WHEN NANCY'S FATHER WAS SERIOUSLY ILL, did her mother do right not to tell her about it?" As the discussion leader asks the question, fifty or so P.T.A. members lean forward eagerly in their seats. They all have ideas, and many are bursting to speak out.

The little play has lasted only half an hour. Though the actors were well trained and earnest, they were clearly not professionals. Three plain chairs and a battered table were all the props they had, and the theater was a school classroom. But the theme of the play seemed to come out of the daily lives of the audience, and the language was the kind heard around their own dinner tables.

The play has raised a question without answering it, and now the audience has a chance to express their varying reactions. There is sure to be animated discussion, and the leader will no doubt have to be quite firm when he announces that it's time to adjourn the meeting.

Program Magic

That's the way it almost always is with American Theatre Wing Community Plays. "Many members of our group said this was the best program we have had in years." "It left our members buzzing with comments for two weeks." "At this P.T.A. meeting, we were able to get a discussion started with practi-

cally everyone taking part." These are typical comments heard after every performance. And the enthusiasm must be genuine, for Community Plays have had longer runs than most Broadway shows, both in New York and "on the road."

American Theatre Wing Community Plays are simple one-act dramas that last about half an hour. Each centers around a common family problem, which is presented but not solved. As soon as the play is over, the audience "gets into the act" by discussing the problem with the aid of a trained leader.

Why do people like to watch Community Plays? Well—why do people like to watch any play? For many reasons. Throughout the ages man has tried, with gradually growing skill, to express his emotions in dramatic action. Centuries ago the Greeks thronged the theater on the Acropolis at Athens where the tragedians of the Golden Age competed for the drama prize that was offered by the city each year. As the audience was held silent by pity and terror, one could hear a pin drop, we are told, in the farthest reaches of the vast open-air auditorium. In the same way audiences can be gripped by the pageantry and poetry of emotions in a drama by Shakespeare or some great modern playwright.

Surely one reason men and women have valued drama is that they see in it their own emotions re-

flected larger than life. We can't always express our feelings in ways that give us satisfaction. Sometimes we don't even know what our feelings are. But the dramatist, speaking through his characters, illuminates these feelings for us and speaks for us. The result is relief and a release of our emotions.

Is there an aggressive, interfering person in the play, doing his best to run and wreck the lives of his family or friends? We recognize him quickly, and recognize in him people we know—we hope not ourselves.

Is there a shy, awkward girl on the stage? She may remind us of the teen-ager in our own family, who makes exasperating mistakes because she feels ill at ease.

Is there a warm and gracious parent who sees a youngster through the problems of the day without sacrificing either his own good judgment or his child's trust? We hope we have known how to act like that.

A good play makes us realize that our own experiences and emotions are not unique but a part of common life. It pricks and prods us and makes us more humanly responsive. To feel what someone else feels is to experience our own emotions, if not more deeply, then more clearly. For the stage is a mirror of the misery, happiness, and conflict that are common to all of us and that vary only in degree.

Thus the drama fills many human needs, and this is true whether a play lasts three hours and needs three intermissions or can be performed in thirty minutes, like Community Plays. For Americans, Community Plays have a special appeal. They are full of the laughter and tears, the problems and joys of ordinary, everyday living in America. The magic that makes these plays so absorbing on the stage is that of life itself.

Play and Interplay

But the magic doesn't lie in the plays alone. It lies at least as much in the part of the program that immediately follows the performance. Remember how hard it always is to leave the theater and go home? No matter how late the hour, people gather in small clusters, in restaurants or in each other's homes, not so much for refreshment as for a chance to talk over what they have seen. Indeed the experience of seeing the play is not complete until they have done so. It is this intense desire to *relive* a drama that makes Community Plays such a natural and effective stimulus for discussion.

Hardly has the imaginary curtain been rung down on a Community Play when people are clamoring to

express their ideas. At first they may talk about the play itself, yet soon they are discussing not literary matters but basic human issues. The little drama has functioned in a remarkable way as a springboard for lively exchange of ideas.

Excerpts from one scene of a typical Community Play, *High Pressure Area*, will show the tremendous possibilities of these little dramas. Sally is discussing with her parents an invitation to a "grownup" party.

Sally (to Kate, her mother): Did you tell him about that divine party?

Kate (nods): That's what we wanted to talk to you about.

John: We feel that for you to go out with grownups would be kind of rushing the season. . . . (Pleasantly, but uncomfortably) I mean, like going out in a bathing suit in February.

Kate (trying to help him): It isn't . . . suitable.

John: We hate to disappoint you, but this time I'm afraid we'll have to say No.

Sally (tightly): I might have known it. This isn't the first time I've wanted to do something and you wouldn't let me. You're always interfering.

John (rises): Sally, we're not, surely.

Sally: Oh, you are. And now this. You don't ever want me to have any fun, you want me to stay a baby all my life. What's the matter with grownup men? (Kate and John exchange looks.) I should think I'd be safer with men than with little boys.

John: Unfortunately, older men sometimes think that little girls are just fair game; they think they don't know how to take care of themselves.

Kate: They—they take advantage of them.

Sally: Oh, Mother, you sound positively Victorian. As if I'd never had a date with a boy! And I should think that if I *didn't* know how to take care of myself it was high time I learned.

John: Sally, you want to take things easily, . . . gradually. Your mother tells me this party is 'way out in the country at a roadhouse—

Sally: It's a night club.

John: Night club. You'd have to go out there in cars.



© American Theatre Wing

From High Pressure Area

Kate: Have we given her—what she needs?

John: I don't know . . . I don't know.

Sally (pertly): My, my! I have been in an automobile before. Or would you prefer a horse and buggy? (Flounces up to chair and sits, back to audience, her elbows on desk.)

John: Suppose you found yourself out there with a whole crowd, and it got later and later, and nobody wanted to come home. You know your coming-in time. How would you get home?

Sally (pause): I'd ask one of the men to bring me home.

Kate: Oh now, honey, can you see yourself, with a crowd of strangers, breaking up the party just so you could come home? You think you would but you just wouldn't. Nobody would.

Sally: Well, I'm not going to be bullied any more. I'm going to live my own life, and if it means cutting myself off from my parents, well, that's just too bad. So there! (She flings out.)

Kate: I don't know. We may never know. Oh John, . . . I'm scared.

John (puts his arm around her, not too confident himself): Yes, this is something new. I wonder if she really would kick over the traces.

Kate: I don't feel as if I knew her any more. I suppose we could frighten her into obeying. But that would only take care of this one time. (Almost pitiful) John, suddenly we're out of the picture altogether. She's on her own.

John: That's right.

Kate: Have we given her—what she needs?

John (shakes his head gravely): I don't know . . . I don't know.

The theme of *High Pressure Area* is, as you can see, the problems raised when a teen-aged girl wishes to date a man whom her parents consider unsuitable. Other plays deal with equally challenging situations. Here are just a few of them:

Random Target. What resentments lie behind the anti-social behavior of an eleven-year-old bully?

What Did I Do? How far are parents responsible for their children's behavior?

The Room Upstairs. How can old and young people learn to live comfortably together?

The Case of the Missing Handshake. Why do adolescents behave so inconsistently?

And You Never Know. What can be done about unacknowledged jealousy within a family?

Tomorrow Is a Day. How can parents build self-confidence in their children?

Scattered Showers. What method of discipline is most effective for preschool children?

These and all the other Community Plays are written by Nora Stirling, a well-known American playwright, for the American Theatre Wing. You can obtain further information about them by writing to Human Relations Aids, 1790 Broadway, New York 19, New York. To aid the discussion leader, each copy of the script includes a brief analysis of the ideas in the play and examples of questions the leader might ask. Dr. Nina Ridenour, the well-known psychologist, contributes this portion of the material.

The Ohio Experiment

It was four years ago that the Ohio State University Theatre saw what tremendous educational value lay in this unique combination of drama and discussion. By means of a grant from the Ohio Division of Mental Hygiene, the Theatre established a special repertory company to present Family Plays for groups in the community. The university's department of speech supplied student actors and also directors. This pioneering company was so successful during its first season that a year later a second company was formed at another university. Now seven Ohio universities sponsor troupes of Family Plays.

The Ohio Family Players perform the plays free for groups or organizations such as clubs, church societies, and P.T.A.'s. Only a nominal royalty fee of a dollar for each copy of the script (when as many as five copies are ordered) goes to the American Theatre Wing for permission to produce the play. Little is required of the local group except that it be interested in family life education, that it furnish a discussion leader and a minimum audience of fifty persons, and that it provide a hall or meeting room.

For almost any Ohio community, there is a Family Players company within reach. But what about non-Ohioans? How can they get acquainted with the plays? Very easily. Community Plays can be produced by parent-teacher associations or other groups. Casts are small. In fact, three players is a common number. As for a theater, almost any room large enough to hold the audience will do. One performance was successfully given around a dining-room table! Some groups report that the plays can be strikingly staged arena-style, with the audience surrounding the actors on all sides. This arrangement creates an atmosphere of intimacy that starts the discussion off with a bang.

Naturally the plays are most effective when the participants learn their parts and are coached by someone who has a little skill in dramatics. But it is possible, with one or two rehearsals, to have the actors walk through a performance reading parts and then have the audience move into the discussion. Experience has proved that, even if the acting is not polished, the play still holds the audience.

Some P.T.A.'s ask community theater groups or college dramatic workshops to help on problems of acting and production. Or a P.T.A. may cooperate with another community organization in putting on a performance. In a mid-eastern state such a cooperative endeavor resulted in seventy-seven performances of Community Plays in one county alone.

Still another idea is to use the plays for family fun. Why not turn off the TV for an evening, invite relatives or friends to come over, and let them give vent to their suppressed histrionic instincts by reading the parts aloud? Don't forget the discussion afterward!

Ideas

at your service

CONTRIBUTED BY OUR
NATIONAL CHAIRMEN

Clement Weather in the Classroom

Winds may howl and storms rage outside, but a good teacher can provide psychologically good weather in the schoolroom, says W. Carson Ryan, national chairman of Mental Health. Are future teachers being trained to create a classroom climate favorable to learning and the development of healthy personalities? The World Federation for Mental Health, reports Dr. Ryan, is seeking answers to this question through surveys in a number of countries.

The director of the Federation survey, Cato Hambro of Norway, says, "It is of primary importance that our teachers be capable of instructing children in the elementary school subjects, but it is equally important that they be mentally and psychologically equipped to deal with children."

Dr. Ryan has already supplied Dr. Hambro with some preliminary information on teacher preparation in this country. Chairmen of mental health and cooperation with colleges will undoubtedly be interested in learning more about teacher education programs in the colleges and universities of their own states.

Summer Assortment

With summer racing around the corner on two wheels, recreation chairmen are speeding plans for vacation-time activities. Dorothea Lensch, national chairman of Recreation, urges balanced programs that will contribute to children's physical, emotional, and mental well-being. There are, of course, outdoor activities to improve physical fitness—camping, hiking, swimming, tennis, and the like. Then, too, Miss Lensch recommends preschool rhythms, dramatics, storytelling, the dance, and music in all its varied forms as creative projects that P.T.A.'s might appropriately sponsor. A public production correlating several different arts—a festival, a pageant, or a children's opera—

might be the goal and climax of the children's creative experiences.

A film festival is another summertime suggestion from Miss Lensch. She reports that there are some excellent, little known films on cities and countries, music, artists, and the dance.

The National Recreation Association (8 West Eighth Street, New York 11, New York), Miss Lensch reminds us, has a wide range of publications on arts and crafts, camping and nature, drama, music, games and special activities, holiday celebrations, home play, social recreation, and activities for special groups. Many of these publications are inexpensive. *Craft Projects for Camp and Playground*, for example, costs fifty cents; *Planning and Producing a Local Pageant*, thirty-five; and *Games for Handicapped Children*, fifteen.

Alcohol and Adolescents

An important job of the high school P.T.A., says Mrs. C. Wheeler Detjen, national chairman of High School Service, is to cooperate with youth-serving agencies whose goal is to build character and develop good citizens. She calls attention to Allied Youth, which offers "a program with two major facets: scientific alcohol education and fun without drinking." The organization charters and services youth-managed clubs among high school students, prepares and distributes materials on alcohol education and personality development, and serves as a clearing house on problems relating to alcohol education.

The 1957 convention of the organization revealed some interesting views of young people on the convention theme, "Alcohol and Adolescents." Mrs. Detjen cites the following:

* Parents have a great responsibility to set a good example. All evidence points to the fact that, in general, most people who come from nondrinking homes do not drink.

* The best help that has yet been offered in connection with alcohol and

driving is driver training in schools. We must emphasize that the *drinking* driver as well as the *drunken* driver is a menace to the community. It is a matter of civic responsibility to help get him off the road.

* A person must be willing to take a stand on behalf of the principles he believes in. He must have the strength to oppose conformity, though he may be ridiculed or even condemned.

* Conference delegates expressed emphatically their conviction that parents are wrong to confront teen-agers with direct prohibitions. A better way, they thought, is to present all the facts on both sides of a question. "Give us the facts and let us make our own decisions. They'll be the right decisions."

In addition to offering teen-agers a positive means of offsetting social pressures that force them to drink, Allied Youth also encourages its members to take part in community activities leading to good citizenship.

The Reverend Daniel A. Poling, editor of the *Christian Herald*, was recently elected chairman of the Allied Youth board of trustees at the organization's annual meeting. For further information on this character-building organization, write Allied Youth, 1709 M Street, N.W., Washington 6, D. C.

Person to Person

During the convention of the National Congress in Omaha, May 18-21, national chairmen of standing committees will hold conference hours. At these friendly, informal meetings you'll have a chance to talk shop with people from various parts of the country who are doing the same work you are. There'll be abundant opportunity for person-to-person exchanges—of problems and solutions, questions and answers, news and views. You'll come away with ideas, inspiration, and new friends. Every national chairman extends to you a most cordial invitation to attend the conference of his committee.

WHY DO BABIES

Cry?*

D. W. WINNICOTT, M.D.

JUST AS BABIES NEED MOTHER'S MILK AND WARMTH, SO do they need her love and understanding. If you know your baby, you are in a position to give the help he wants just when he wants it, and as no one can know a baby as well as his mother can, no one but you can be the right person to help him.

As you know, most babies cry a lot, and you are constantly having to decide whether to let your baby go on crying or to soothe him, to feed him, or to hand him over lock, stock, and barrel to the woman upstairs who knows all about children, or thinks she does.

Let us say that there are four kinds of crying: satisfaction, pain, rage, grief. Crying is either giving the baby the feeling that he is exercising his lungs (satisfaction), or else it is a signal of distress (pain), or else it is an expression of anger (rage), or else it is a song of sadness (grief).

You may think it strange that I should write first about crying for satisfaction, almost for pleasure, because anyone would admit that whenever a baby is crying he must to some extent be in distress. Yet we have to recognize that pleasure enters into crying as it does into the exercise of any bodily function, so that a certain amount of crying can sometimes be said to be satisfactory for the infant.

*From Dr. Winnicott's book, *Mother and Child: A Primer of First Relationships*, published in 1957 by Basic Books, Incorporated, and reprinted with the publishers' permission.



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A mother will tell me, "My baby seldom cries, except just before feeding. Of course he cries for an hour between four and five every day, but I think he likes it. He is not really in trouble, and I let him see I am about but do not especially try to soothe him."

SOMETIMES you may hear people saying that a baby should never be allowed to cry. I feel that these people probably tell mothers not to let babies put their fists into their mouths or suck their thumbs. They do not know that babies have (and must have) their own ways of dealing with their own troubles.

Anyway, babies who seldom cry are not necessarily doing better than babies who cry loudly and often. Personally, if I had to choose between the two extremes I would bet on the crying baby, who had come to know the full extent of his capacity to make a noise, provided the crying had not been allowed too often to go over into despair.

Any exercise of the body is good from the infant's point of view. Breathing itself, a new achievement to the newborn, may be quite interesting until it is taken for granted, and screaming and yelling and all forms of crying must be definitely exciting. The importance of our recognizing the value of crying is that we can then see how crying works as a reassurance in time of trouble. Babies cry because they feel anxious or insecure, and crying works. We must therefore agree that there is something good about it.

Later comes talking, and in time the toddler will be banging on a drum.

You know how your infant uses his fist or his finger, how he pushes it into his mouth and so manages to stand frustration. Well, screaming is like a fist that comes up from inside. And no one can interfere. You can hold your baby's hands away from his mouth, but you cannot pin his crying down into his stomach. You cannot altogether stop your baby from crying, and I hope you will not try. If you have neighbors who cannot stand the noise, you are unlucky, because then you have to take steps to stop the crying on account of *their* feelings.

Now, what about the other meanings of crying? No one will find it in the least difficult to recognize the cry of pain, nature's way of letting you know your baby is in trouble and needs your help. When a baby is in pain he utters a shrill or piercing sound and often at the same time gives some indication of where the trouble lies. For instance, if he has colic he draws up his legs; if it is a bright light that is worrying him he may turn his head away. He does not know what to do about loud bangs.

The cry of pain is not in itself pleasurable to the infant and no one would think it was, because it immediately awakens in people the urge to do something about it.

One kind of pain is hunger. I think hunger does seem like a pain to the infant. Hunger hurts him in a way that is apt to be forgotten by grownups. But our infants know only too well the pains and pangs of acute hunger. Mothers like their infants to be nice and greedy, to get excited as they hear the noise and see the sights and smell the smells that advertise the fact that food is due; and excited babies are feeling pain and show it by crying. This pain is soon forgotten if it leads to satisfactory feeding.

The cry of pain is something that we hear any time after the baby's birth. Sooner or later we notice a new kind of painful crying, the crying of apprehension. I think that this means that the baby is getting to know a thing or two. He has come to know that in certain circumstances he must *expect* pain. As you start to undress him he knows he is to be taken out of comfortable warmth, he knows his position will be changed this way and that and that all feeling of security will be lost, and so he cries as you undo his top button. He has put two and two together, he has had experiences, and one thing reminds him of another.

As you know, a baby sometimes cries when he is dirty. This might mean that the baby does not like being dirty (and, of course, if he remains dirty long enough his skin will become chafed and hurt him), but usually it means nothing of the kind—it means that he fears the disturbance he has learned to expect. Experience has shown him that the next few

minutes will bring about a failure of all the reassurances; he will be uncovered and moved, and he will lose heat.

The basis of the crying of fear is pain, and that is why the crying sounds the same in each case, but it is pain remembered and expected to recur. After a baby has experienced any painfully acute feelings he may cry from fear when anything happens which threatens to make him have those feelings again. Quite soon he begins to develop ideas—some of them frightening—and here again, if he cries, something is reminding the baby of pain, although that something is imaginary.

The third cause of crying on my list is easier for us to imagine because we experience it as grownups. This is rage.

We all know what it is like to lose our tempers, and we all know how anger, when it is very intense, sometimes seems to possess us so that we cannot for the time being control ourselves. Your baby knows about being all-out angry. However much you try not to, you will disappoint him at times and he will cry in anger. I think you have one consolation in this—that angry crying probably means that he has some belief in you. He hopes he may change you. A baby who has lost belief does not get angry; he just stops wanting, or else he cries in a miserable, disillusioned way or starts banging his head on the pillow or on the wall or the floor.

It is a healthy thing for a baby to get to know the full extent of his rage. He screams and kicks, and, if he is old enough, he stands up and shakes the bars of the crib. He bites and scratches, and he may spit and spew and make a mess. If he is really determined he can hold his breath and go blue in the face. For a few minutes he really intends to destroy, or at least to spoil, everyone and everything, and he does not even mind if he destroys himself in the process.

BUT can you see that every time a baby goes through this process he gains something? A baby cries in a state of rage and feels as if he has destroyed everyone and everything, and yet the people round him remain calm and unhurt. This experience greatly strengthens his ability to see that what he feels to be true is not necessarily real, that fantasy and fact are different from each other. Remember, though, that there is no need for you to try to make him angry in order to help him learn this, for there are plenty of ways in which you cannot help making him angry whether you like it or not.

A baby in a rage is very much a person. He knows what he wants, he knows how he might get it, and he refuses to give up hope. At first he hardly knows that he has weapons. At first he can scarcely know that his yells hurt. But in the course of a few months he begins to feel dangerous, to feel that he can and wants to hurt; and sooner or later, from personal

experience of pain, he gets to know that others can suffer pain and get tired.

Now I want to get down to the fourth on the list of the causes of crying—grief. I know that I do not have to describe sadness to you any more than I should have to describe color to someone not suffering from color blindness. Yet for various reasons it is not good enough for me just to mention sadness and leave it at that. One is that the feelings of infants are very direct and intense. We grownups, although we value these intense feelings of our infancy and like to recapture them at chosen times, have learned long since how to defend ourselves from being at the mercy of almost unbearable feelings such as we were liable to as babies.

If, by the loss of someone we love deeply, we cannot avoid painful grief, we just settle down to a period of mourning, which our friends understand and tolerate. And from this we may be expected sooner or later to recover. We do not just lay ourselves open to acute grief at any moment of the day or night as babies do. In fact, many people defend themselves against painful grief so well that they cannot take things as seriously as they would like to take them; they cannot feel the deep feelings which they would like to feel because they are afraid of anything so real. And they find themselves unable to take the risks involved in loving a definite person or thing. How people love a sad film that makes them shed tears, which at least shows that they have not lost the art! When I talk about grief as a cause of infant crying I have to remind you that you will not easily remember the grief that belongs to your own infancy and therefore you will not be able to believe in your own infant's grief by direct sympathy.

When your infant shows that he can cry from sadness you can infer that he has traveled a long way in the development of his feelings; and yet I am saying, as I said about rage, that you would gain nothing by *trying to cause* sad crying. You will not be able to help making him sad any more than you can help making him angry. But there is a difference here between rage and grief, because whereas rage is a more or less direct reaction to frustration, grief implies quite complex goings-on in the infant's mind.

The sound of sad crying, I think you will agree, has a musical note in it. Some people think that sad crying is one of the main roots of the more valuable kind of music. And by sad crying an infant to some extent entertains himself. He may easily develop and experiment with the various tones of his crying while he is waiting for sleep to come to drown his sorrows. A little older, and he will be heard sadly singing himself to sleep. Also, as you know, tears belong more to sad crying than to rage, and inability to cry sadly means dry eyes and a dry nose (into which the tears flow when they do not dribble down the face). So

tears are healthy, both physically and psychologically.

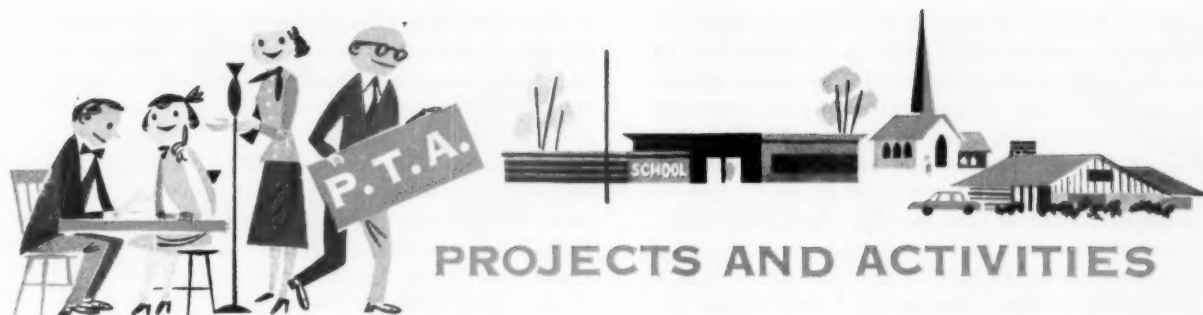
Sad crying is something very complex, something indicating that your infant has already gained his place in the world. He is no longer a cork floating on the waves. He has started to take responsibility for his environment. Instead of just reacting to circumstances, he has come to feel responsible for the circumstances.

Now let us compare sad crying with the other kinds. You can see that crying from pain and hunger can be noted any time from birth onwards. Rage appears as the infant becomes able to put two and two together, and fear, indicating expected pain, means that the baby has developed ideas. Grief indicates something far in advance of these other acute feelings, and if mothers understand how valuable are the things underlying sadness they will be able to avoid missing something important.

The sad baby can be cuddled, because in taking responsibility for what hurts him he earns the right to keep a good relation to people. In fact, a sad baby may *need* your physical and demonstrative love. What he does not need, however, is to be bounced and tickled and in other ways distracted from his sadness. Let us say he is in a state of mourning and requires a certain length of time to recover from it. He just needs to know that you continue to love him, and it may even be best sometimes to let him lie crying on his own. Remember that there is no better feeling in infancy or childhood than that which belongs to true spontaneous recovery from sadness and guilt feelings. This is so true that sometimes you will find your child being naughty so as to feel guilty and cry and then feel forgiven, so eager is he to recapture what he has experienced as true recovery from sadness.

WHAT I have not done is to describe the crying of hopelessness and despair, the crying that the other kinds break down into if there is no hope left in the baby's mind. In your home you may never hear this kind of crying. If you do, the situation has got beyond you and you are in need of help, although you are otherwise much better than anyone else in the management of your own infant.

It is in institutions, where there is no means of providing one mother for each baby, that we hear the crying of helplessness and disintegration. I only mention this kind of crying for the sake of completeness. For the fact that you are willing to devote yourself to the care of your infant means that he is lucky. Unless something should happen by chance to upset your routine management, he will be able to go straight ahead, letting you know when he is angry with you and when he loves you, when he wants to be rid of you and when he is anxious or frightened, and when he just wants you to understand that he feels sadness.



PROJECTS AND ACTIVITIES

A British View of the P.T.A.—Vantage Point: New Jersey

MY INTRODUCTION TO THE PARENT-TEACHER MOVEMENT in the United States occurred not long after my arrival from England in the fall of 1956 to serve as an exchange professor at State Teachers College, Newark, New Jersey. My wife and I were invited to be guests of the New Jersey Congress of Parents and Teachers at its annual convention. For three November days we stayed at the huge Ambassador Hotel, facing the Atlantic Ocean, and attended meetings in the Atlantic City Auditorium.

The experience was quite breath-taking. No less than three thousand teachers and parents attended the general sessions, and about two thousand people sat down to the banquet, at which I had the pleasure of being a speaker. Community singing and parades preceded the sessions, and the final procession of presidents and vice-presidents of local associations was a really moving spectacle. (No pun intended.) The presence of the state commissioner of education marked the importance of the occasion.

The New Jersey Congress, I learned, is a branch of the National Congress of Parents and Teachers, which represents millions of parents throughout the United States. The powerful parent-teacher movement penetrates into practically every school in this vast country and is brought into consultation at local, state, and national levels on any important educational question. What, I wondered, are the sources from which it draws its strength? Local responsibility for education, I would say from my observations, is a primary source.

Costs and Consequences

Local communities (which to an English eye may seem to be merely large villages) build, equip, and maintain the schools and pay teachers' salaries—all with little help from outside. In New Jersey it is certainly true that state and federal aid is very small indeed, and in the country as a whole 60 to 70 per cent of the costs of education are borne locally. Edu-

cation is often the biggest single item in local budgets. Property taxes, of which the bulk goes to the schools, may amount to three or four hundred dollars for a middle-class family. Thus local control and responsibility for education have consequences and meaning for the American taxpayer.

Another important source from which the parent-teacher movement draws its strength is the almost universal American belief in the value of education. The United States is still a meeting place of many cultures, both European and non-European. A great many of the school children are first- or second-generation American, and some are not yet Americans at all—not even speaking the language of the country except haltingly. It is not strange, therefore, that Americans look to the public school as a crucible in which these new and foreign elements mingle with native sons and daughters, to be fused into a united America.

Education is prized for its commercial as well as its social and cultural values. Graduation from high school is almost a requisite for employment. In New Jersey I found that it is not an uncommon thing for young people of seventeen or eighteen years of age to be unable to find a job, even in a "five and ten," unless they can show that they have completed high school.

Children First

Added to this is the prominent place given to the child in the American culture. Far from being a person "to be seen and not heard" or even a person to be endured until he grows into sensible adulthood, he is a person valued in his own right as he is. Typical of this attitude is the fact that I never saw a child give up his seat in a public vehicle to an adult. No one expects that a grownup would even want to take a child's seat from him. A mother may stand to let an old lady sit, but she will leave her child secure in his seat by the window.

When I spoke of English education to American audiences, nothing raised so much condemnation as the system of selecting children for secondary schools at age eleven-plus. It was regarded as an affront to the child who failed to secure a place. The fact that he had further opportunities to try only made the system seem worse. "Do you mean to say," asked an outraged parent at one meeting, "that you inflict upon an innocent child two or three wounds to his ego at so tender an age?" I must say that I held a similar view before I went to the United States, but while I was there I tried to give what might be called the English point of view on this and other topics.

Americans' respect for childhood leads parents to be keenly concerned not only for the education of their own children but for the education of other people's children. For these and many other reasons there is a strong, widespread interest in the parent-teacher organization. Membership in the P.T.A., and particularly the holding of office, is a mark of social responsibility. Unless you are a member, the reasoning goes, you obviously are not interested in your child's education!

The P.T.A. is extraordinarily well organized. My experience with it leads me to raise my hat, metaphorically speaking, to the women of America, who carry the largest share of responsibility in the P.T.A. They are as efficient as their own domestic machines. I recall, with admiration, the personality of Mrs. Link, the then president of the New Jersey Congress, and the brilliant way she and her aides organized the Atlantic City meetings—down to the white carnation that was pinned to my lapel and the orchids for my wife's corsage. This administrative success is due, I think, to an absorbed attention to detail and to the splitting of the work into many small responsibilities.

Before me is the year's program of a Newark P.T.A., with a list of committees on the back cover. There are no less than nineteen committees with more than thirty women serving as chairmen or co-chairmen. In addition, several other jobs, such as council delegate, historian, and parliamentarian, are listed. Thus a local association may have up to forty persons as leaders with special responsibilities. I addressed many of these associations, and in every case the organization was perfect.

Idealism in Action

Parent-teacher associations in New Jersey, while I was there, were concentrating their efforts on four main projects. The first was to secure federal aid for school construction. As I visited the prosperous communities of New Jersey, I wondered if the people realized that federal aid would mean higher taxes for them and that the tax funds would go not to increase the number of their own beautiful schools but to build schools in other states with greater needs. Some

of them realized it, I know. But the knowledge would not have caused others to withdraw their support, for Americans have a firm belief in education for everybody's children and in the value of an educated citizenry to the whole country.

A second project seemed a rather curious one to my mind. It was to disseminate information on the fluoridation of water as a means of preventing dental decay. I don't know the pros and cons of this matter, which seems to me a purely medical one, but it did arouse a great deal of controversy.

Another concern was to secure legislation to compel people to remove doors from abandoned refrigerators. This, too, seemed an extraordinary objective until it was explained to me that children at play have been trapped in refrigerators and have suffocated. Apart from its humanity, this proposal interested me as showing the lavishness with which Americans dispose of articles that would seem to have some value as scrap at least.

Dollars That Make Sense

The fourth objective was to increase teachers' salaries. Accustomed as I was to British apathy on this subject, the project struck me as remarkable. If the British public were asked about teachers' salaries, I think their opinion would be that teachers are more than adequately paid. In New Jersey, however, there was awareness that a poor salary secures only a poor teacher. There is no national or even a state scale for salaries. In Newark it was forecast that the maximum salary for teachers would soon be eight thousand dollars. Some communities paid less than Newark, partly because they could not afford such high salaries, partly also because they could offer better working conditions.

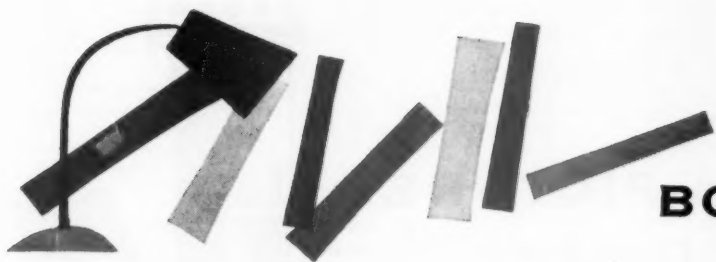
Because education is locally controlled, it occurred to me to wonder whether parent-teacher associations interfere in the general running of the schools and in what I would call the professional business of teachers. In the past, I was told, a few school principals had disbanded associations on this very score, but such cases were rare. It is P.T.A. policy to help the schools and not interfere.

An important feature of the whole parent-teacher movement that is very helpful to the schools is parent education. Through parent education programs fathers and mothers become intimately acquainted with the purposes and ideals, as well as the organization, of their schools, for which they are paying so dearly and in which they have so powerful an interest.

—JOSEPH HILL

*Vice-principal, Loughborough Training School
University of Nottingham, Nottingham, England*

Editor's note. Mr. Hill's views first appeared in the *Bulletin of the Institute of Education, University of Nottingham*, in May 1957.



BOOKS in review

THE ELDEST CHILD. By Edith G. Neisser. New York: Harper, 1957. \$3.50.

Eldest children often enjoy advantages as a result of their particular position in the family, but they have their difficulties too. For instance, every eldest child was once an only child, and his change in status requires an adjustment that may be too much for him to handle without help. With remarkable thoroughness Mrs. Neisser analyzes the problems faced by eldest children of different ages and personalities and in different situations. Included are special circumstances, such as those in a family with an adopted child or twins, a one-parent family, a household where there are three generations, or a family that has a stepparent.

An outstanding feature of the book is its many practical suggestions—all based on sound psychological theory—for helping the child to get along in friendly fashion with other members of the family. Unusually interesting, too, are the appendixes. These contain not only a standard reading list for parents but also references on the eldest child in myth, folklore, and custom; in fiction, drama, and biography; as well as in contemporary children's literature.

The Eldest Child is pleasantly written in nontechnical language for parents, teachers, and child study groups. Any of these readers will find the book a useful and trustworthy guide.

A PARENTS' GUIDE TO CHILDREN'S ILLNESSES. By John Henderson, M.D. New York: Duell, Sloan and Pearce, 1957. \$4.75.

Can a mother recognize in her child the signs that say a common childhood illness is on the way? Is it helpful if she can? During the illness, can she aid the doctor and the child? Yes to all three questions, if she is well informed about some medical matters, thinks the author of this useful home reference book. He does not attempt to tell parents how to give medical treatment to children who are seriously ill. But he does tell how a parent can know what is happening—and what to do—when a child is hurt or sick.

The book describes symptoms and treatments for more than two hundred diseases and injuries of infants and children. Parents are told how to protect children from contagious diseases, what to do before the doctor comes, and how to nurse a sick child. Black-and-white and colored illustrations help to make the text clear. There are several valuable appendixes, including a reading list and a glossary of medical terms.

The parent who makes intelligent use of this book will have taken out insurance that will enable him to co-operate with the doctor, comfort his child, and gain peace of mind for himself.

PERTINENT PAMPHLETS

THE TIME DEDE WENT TO THE HOSPITAL and FOR MOTHER AND DAD. The Children's Hospital, Columbus 5, Ohio. Each 10 cents plus postage. Lower rates for quantity orders.

Here are two splendid booklets which, taken together, can make your child's first stay in the hospital a rewarding experience both for him and for you. *The Time Dede Went to the Hospital* is a fascinating picture book for youngsters, particularly for boys and girls from three to ten. Dede is a six-year-old girl who tells other boys and girls the story of her stay in the hospital. The book is so simply written that it can be read aloud to preschool-age children. Big, attractive pictures give a preview of unfamiliar scenes and objects the child will see in the hospital. They are accompanied by explanations that take away the terror of the unknown.

The companion piece, *For Mother and Dad*, contains useful pointers about preparations to be made at home, services to be expected from the hospital, ways in which parents can help, and finances. Parents who once examine these booklets will surely adopt them as standard equipment for their child's first trip to the hospital.

YOUR CHILD'S EMOTIONAL HEALTH. By Anna W. M. Wolf. Public Affairs Committee, 22 East Thirty-eighth Street, New York 16, New York. 25 cents.

"Childish troubles will soon pass by—" but while they last the emotional crises of childhood loom just as large as do those of adult life. This brief, readable pamphlet points out how a parent can meet these crises in ways that will fortify his child's emotional security.

Mrs. Wolf, a well-known author of books on child guidance, writes gracefully and clearly about the growth of a child's emotional nature, from babyhood to the early teens. Guidance is given for meeting the problems that may confront a normal child at successive ages—for instance, aggressive tendencies (special emphasis is given to these); hidden fears; family crises; school successes and failures; and pressure toward group conformity.

The author suggests practical ways of handling specific situations. Thus a mother of a newborn baby need not be surprised, we are told, if her three-year-old screams, "I wish that ol' baby had never been born!" The mother may reply, "She is a nuisance sometimes, isn't she, but let's see if we can make her laugh." Or "As soon as I get her in her crib for a nap, let's you and me do something that's fun. How about baking some brownies?"

There are also helpful suggestions about when and how to seek professional counseling. All in all, this pamphlet can give a parent a big lift in the direction of clearer insight, wiser decisions, and greater self-confidence.



MOTION PICTURE previews



PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

FAMILY

Suitable for children if accompanied by adults

A Chairy Tale—Kingsley International. Direction, Norman McLaren. A lively fantasy in which a little white chair is imbued with a delightful personality through the magic of unusual film techniques. Once upon a time, the story goes, a little chair suddenly objected to being merely a passive piece of property. When a man attempted to sit down on it, the chair, like a frolicsome puppy, jumped aside. A mad, merry chase began, until finally the chair, exhausted and happy, relented and let the man take his seat.

Family	12-15	8-12
Fun	Fun	Fun

Country Music Holiday—Paramount. Direction, Ralph Serpe. A country music "holler-day" about two competing country singers and their screaming, battling managers. Horrible humor. Those who like an uncomplicated hoedown may, however, have a frolic. Leading players: June Carter, Rocky Graziano.

Family	12-15	8-12
Matter of taste	Matter of taste	Matter of taste

High Flight—Columbia. Direction, John Gilling. At the RAF training school in Cranwell, England, Wing Commander Milland has difficulty disciplining able but reckless cadet Kenneth Haigh. The cadet turns out to be the son of a man whom the commander, in his youth, accidentally killed by similarly irresponsible flying. A student reviewer felt that although the plot is weak the competent handling of small occurrences builds up the picture's stature. The student liked Kenneth Haigh's acting but thought Mr. Milland's portrayal lacked strength. Nevertheless *High Flight* is good entertainment for the whole family. Leading players: Ray Milland, Kenneth Haigh.

Family	12-15	8-12
Good	Good	Good

Paris Holiday—United Artists. Direction, Gerd Oswald. The combined talents of Bob Hope and Fernandel should produce something special by way of farce. Unfortunately they do not, for even these seasoned performers require some freshness in their material. Bob Hope plays the role of a film star. He and his friend Fernandel are on an ocean liner bound for Paris, to purchase the latest play of a much-sought-after French writer. A foreign spy, played by Anita Ekberg, overhears their conversation, misunderstands, and seeks to steal the play from them. A series of farcical spy-type episodes follows, including an escape through a Parisian amusement park at night and Mr. Hope's incarceration in an insane asylum. Leading players: Bob Hope, Fernandel, Anita Ekberg.

Family	12-15	8-12
Bob Hope fans	Bob Hope fans	Sophisticated

Underwater Warrior—MGM. Direction, Andrew Marton. In every important military innovation (at least as dramatized on the screen) there must be one man who risks his life and reputation to achieve its success. So it is in this fictionalized story of the beginnings of the underwater demolition teams of the United States Amphibious Forces, filmed at San Clemente Island, Coronado, and in the Hawaiian and Marshall Islands. Most thrilling of the underwater sequences is the one in which the hero, believing that sharks will leave human beings alone

if they are unmolested and possess another food source, casually swims in company with man-eating sharks. The adventures of Commander Francis D. Fane, USNR, inspired the picture. Leading players: Dan Dailey, Claire Kelly.

Family	12-15	8-12
Well made of its type	Well made of its type	Mature

ADULTS AND YOUNG PEOPLE

Ambush at Cimarron Pass—20th Century-Fox. Direction, Grodjek Novgood. An Apache attack unites a Union soldier and an ex-Confederate officer, now a rancher, in a struggle to keep a renegade's supply of rifles from the Indians. Stilted, suspenseless, poorly written. Leading players: Scott Brady, Margia Dean.

Adults	15-18	12-15
Poor	Poor	Poor

The Awakening—Kingsley-International. Direction, Signor Camerino. A simple, sensitively acted Italian picture about a nun who rebuilds an old convent because of her warm love for a small boy. As a vigorous, efficient sister, Anna Magnani is sent to a primitive but lovely island in the Bay of Naples to sell a decrepit convent. But she changes her mind when she becomes interested in the fate of the children of the village and in particular that of little Piero Boccia. She plots and plans to obtain money to rebuild the convent. But later she realizes with dismay that she is not doing this for the church or even for the convent but for the little boy. English titles. Leading players: Anna Magnani, Piero Boccia.

Adults	15-18	12-15
Good	Good	Mature

Cattle Empire—20th Century-Fox. Direction, Charles Marquis Warren. For Joel McCrea to play villain, even briefly, is a surprising (and to his fans) a rather implausible twist. As a trail boss and ex-convict, Mr. McCrea is hired by reluctant townspeople to drive five thousand head of cattle to Fort Clemons before a rival cattleman reaches there. In the brutal opening scene he is dragged through the streets by hotheads who believe him guilty of some ugly crimes. His acceptance of the cattle-driving job involves the plotting of an ingenious revenge. Leading players: Joel McCrea, Phyllis Coates.

Adults	15-18	12-15
Western fans	Western fans	Poor

The Confessions of Felix Krull—DCA. Direction, Kurt Hoffman. Thomas Mann's last work has been made into a light and occasionally amusing film. When Felix Krull, a young man of twenty, sets out from the Rhineland to seek his fortune in Paris, he has already demonstrated his limitless imaginative powers and his surpassing charm. He has escaped military service by deliberately pretending epilepsy—so effectively that he has almost convinced himself. In the rather mad adventures that follow, he is always able to admire his own great inventiveness, good looks, and charm. A German film with English titles. Leading players: Henry Bookholt, Lisa Pulver.

Adults	15-18	12-15
Light entertainment	Mature	No

Demoniaque—U.M.P.O. Direction, Luis Saslavsky. This French thriller is quieter on its surface than the title implies but has plenty of ghoulish undercurrents and a shocker ending. An escaped prisoner of war in Occupied France impersonates a dead friend in order to secure a haven in the home of the dead man's fiancée. The girl's eerie younger sister, who practices clairvoyance, and the dead man's sister both come to realize he

is an imposter and try to blackmail him. Well acted and produced. English titles. Leading players: François Perier, Micheline Presle.

Adults	15-18	12-15
Off-beat horror film	Mature	Mature

Fort Bowie—United Artists. Direction, Howard W. Koch. A routine cavalry-and-Indian western. A major who hates Indians orders his men to shoot at an Apache advancing under a white flag of truce. The ensuing fighting almost decimates the soldiers in the fort. Leading players: Ben Johnson, Jan Harrison.

Adults	15-18	12-15
Mediocre western	Mediocre western	Mediocre western

Henry V—J. Arthur Rank. Direction, Sir Laurence Olivier. This reissue of Shakespeare's *Henry V* in Superscope is a notable event, for it is a picture well worth seeing again. Against beautifully picturesque (and authentic) settings, the great poetic lines are nobly read. Never was a kingly hero more brave, more tender toward his men, more considerate to his enemy, or a more gallant lover than was handsome King Harry of England, portrayed by Sir Laurence Olivier, as he invaded France to add her lands to England's crown. Reverential and scholarly research has gone into every aspect of the production: Shakespeare's Globe Theatre, details of the great battle of Agincourt, the exquisitely lovely French settings, striking costumes, and fine musical background. Leading players: Sir Laurence Olivier, Leo Genn, Felix Aylmer.

Adults	15-18	12-15
Excellent	Excellent for the mature	Mature

The High Cost of Loving—MGM. Direction, José Ferrer. This comedy is a lively contemporary report on the tribulations and rewards of life as a corporation employee. Through a clerical error Mr. Ferrer, a minor officer, fails to receive an invitation to the luncheon given by the new owners of his company. Life is pretty grim for a few days as he observes the elation of his more successful friends and searches his soul to discover why he was left out. Scenes of domestic life are brightly and amusingly played. Leading players: José Ferrer, Gena Rowlands.

Adults	15-18	12-15
Good	Good	Good

Last of the Fast Guns—Universal-International. Direction, George Sherman. A hired gunman realizes that the law is coming to the West and the need for his breed of men is all but over. Hired to bring out of Mexico a man known as Edward Forbes, he finds that his quarry has literally changed identity and is known to simple Mexican hillfolk as their padre. The gunman decides to allow Forbes to remain in his life of service; he himself gets a job as a ranch hand in the peaceful country. Leading players: Jock Mahoney, Gilbert Roland.

Adults	15-18	12-15
Better than average western		

The Last Paradise—Aidart Pictures. Direction, Folco Quilici. Four episodes describing life in the South Seas. The first two are generally excellent, with magnificent color photography, simplicity of story line, a good score well orchestrated, and fine work on the part of a native cast. The first story describes the necessary "feat of courage" that each young man must perform before he may seek a bride. In the second story, a fearful child who knows he must soon join the men who earn their livelihood by diving for pearl oysters in shark-infested waters becomes resigned to his fate. The last two episodes are sensational and synthetic.

Adults	15-18	12-15
Very good in part	No	No

The Line-up—Columbia. Direction, Don Siegel. Eli Wallach, psychopathic gunman, and Robert Keith, his soothing partner and proud coach, give sharp and vivid portrayals in a fast-paced cops-and-narcotics melodrama. Mr. Wallach is detailed to remove heroin from Chinese souvenirs brought into San Francisco by unsuspecting steamship passengers. His method is direct: Kill and run. He hits a snag, however, when he discovers that a little girl has removed the package from her Chinese doll and used it for face powder. Leading players: Eli Wallach, Robert Keith.

Adults	15-18	12-15
Well-acted melodrama		Mature

The Long, Hot Summer—20th Century-Fox. Direction, Martin Ritt. Based on several of William Faulkner's short stories, this violent melodrama about a Southern family is charged with intense emotions of hate and greed. The father, who has only recently acquired lands and money, yearns to form a dynasty. His spinster daughter, a teacher, is icily obdurate, and his son is a weakling. When a young stranger, as tough as the old man, enters his life, the father delights in him and gives him his son's place. The dialogue is rich and meaty, and the acting is



The pageantry of the Middle Ages comes vividly to life in Sir Laurence Olivier's *Henry V*, now being reissued.

excellent. Leading players: Orson Welles, Paul Newman, Joanne Woodward.

Adults	15-18	12-15
Excellent of its type	No	No

The Lovemaker—Trans-Lux. Direction, Juan A. Bardem. This Spanish picture (French dialogue, English titles) describes one of the more cruel pranks played by a gang of young men who have nothing to occupy their energies in the stale backwash of the provinces. The handsomest is commissioned to make love to the village old maid and propose marriage to her; then the others will give a great celebration and reveal the joke to the townspeople. Leading players: Betsy Blair, José Suárez.

Adults	15-18	12-15
Matter of taste	Mature	No

Marjorie Morningstar—Warner Brothers. Direction, Irving Rapper. The values of Herman Wouk's best seller have been subtly shifted in its film treatment. In the book much is made of Jewish traditions and family life, as Marjorie outgrows a summer theater romance, marries a doctor, and settles down happily in the suburbs. In the film, the summer playboy, soberly acted by Gene Kelly, attempts to meet the challenge of "the high cost of loving." This means, as Marjorie's family spells it out, financial security. His character, not clearly drawn, serves unwittingly to put Marjorie in a less pleasant light. She is sweet and good, but underneath she is hard and grasping, as her kindly but materialistically-minded parents have taught her to be. Leading players: Natalie Wood, Gene Kelly, Ed Wynn.

Adults	15-18	12-15
Interesting	Mature	Mature

Saddle the Wind—MGM. Director, Robert Parrish. Once more a gunman's sins live after him—this time in the inflamed ambitions of a reckless younger brother. The young man practices shooting, as he says, to protect his older brother, who no longer wears a gun, but he uses his skills to browbeat a homesteading Union veteran. A well-acted, well-directed western, in Cinemascope and Metrocolor. Leading players: John Cassavetes, Robert Taylor.

Adults	15-18	12-15
Western fans	Poor	Poor

St. Louis Blues—Paramount. Direction, Allen Heisner. A simple, sincere story about W. C. Handy (played by Nat "King" Cole), one of the great jazz talents of all time. His gifts could

not be stifled even by an overwhelming sense of guilt in disobeying his stern father, who considered jazz "the devil's kind of music." His crowning success is a performance of his "St. Louis Blues" at Carnegie Hall, which also brings about a reconciliation with his father. Leading players: Nat "King" Cole, Pearl Bailey, Eartha Kitt.

Adults	15-18	12-15
Good	Good	Good

Screaming Mimi—Columbia. Direction, Gerd Oswald. As an example of bad taste, this film rates a top spot. It concerns a mystery involving a reporter-turned-detective, various killings, and a grotesque statue known as "Screaming Mimi"—all centered in a night spot aptly titled "El Madhouse." Leading players: Anita Ekberg, Gypsy Rose Lee.

Adults	15-18	12-15
Poor	No	No

South Pacific—20th Century-Fox. Direction, Joshua Logan. No one could fail to be impressed by the tremendous mechanical energies required to transfer the great Rodgers and Hammerstein musical to the screen. The choice of Todd-AO with its clean, sparkling picture was fortunate. But bold and experimental use of color filters as well as trailing mists proves vexatious and distracting. One certainly cannot quarrel with the rendition of the songs nor with the sincerity of Rossano Brazzi and Mitzi Gaynor in their roles as Emile and Nellie. Yet the secondary romance between the lieutenant, John Kerr, and the native girl is too abrupt and stiff. Juanita Hall, in the role of the explosive Bloody Mary, is excellent. Settings in the Fiji Islands are strikingly beautiful. Leading players: Rossano Brazzi, Mitzi Gaynor, John Kerr, Juanita Hall.

Adults	15-18	12-15
Exciting, if uneven, entertainment	Mature	Mature

Stage Struck—Buena Vista—RKO. Direction, Sidney Lumet. The affectionate, sophisticated, behind-the-stage scenes in this film about the Broadway theater all have a warm, authentic appeal. Henry Fonda, Herbert Marshall, and Christopher Plummer slip easily into the roles of producer, actor, and playwright. Joan Greenwood is delightful as the temperamental star whose incorrigibility gives a fresh newcomer, played by Susan Strasberg, a chance to star. Unfortunately, Miss Strasberg is not quite up to her part. Delightful entertainment for a mature audience. Leading players: Henry Fonda, Herbert Marshall, Christopher Plummer, Joan Greenwood, Susan Strasberg.

Adults	15-18	12-15
Entertaining	Mature	No

Stakeout on Dope Street—Warner Brothers. Direction, Irvin Kershner. A quasi-documentary treatment is given this sordid story of three teen-agers who find a brief case containing a fortune in uncut heroin and become the targets in a squeeze play between police and underworld. Leading players: Yale Wexler, Jonathan Haze.

Adults	15-18	12-15
Matter of taste	No	No

Teacher's Pet—Paramount. Direction, George Seaton. Clark Gable, as a tough, "old-school" editor of a metropolitan newspaper, refuses, in a highly sarcastic letter, a request to lecture before a college journalism class. Ordered by the big boss to do the lecturing anyway, truculent Mr. Gable arrives just in time to hear his letter read aloud to an indignant class by an equally indignant instructor, Doris Day. Later, to get even, he joins the class as a student. Events, however, don't turn out quite as he had planned. He finds himself competing for the teacher's favor with a disarmingly intellectual college psychologist, who appears to know everything (including the mambo). Leading players: Doris Day, Clark Gable.

Adults	15-18	12-15
Light comedy	Sophisticated	Sophisticated

The Young Lions—20th Century-Fox. Direction, Edward Dmytryk. A three-hour-long but interesting adaptation of Irwin Shaw's best seller, which takes us to Paris, London, New York, Berlin, Tunisia, and Vermont. The movie depicts both the American and the German armies during World War II, but more particularly it is a study of three soldiers—two Americans and a German. Mike Whitacre and Noah Ackerman, played by Dean Martin and Montgomery Clift, are in the same American platoon. Mike, a coward, tries to pull strings to be deferred but ultimately joins his friend in the trenches. Marlon Brando, as a German officer, must choose between patriotism, which to him means dishonor, and treason, which means both honor and dishonor. Sensitive and loyal, he makes his choice too late. Acting and direction are good. Leading players: Marlon Brando, Montgomery Clift, Dean Martin.

Adults	15-18	12-15
Good	Mature	Very mature

MOTION PICTURES PREVIOUSLY REVIEWED

The Adulteress—Children, no; young people, mature; adults, excellently produced murder melodrama.

All Mine To Give—Children, mature; young people, possibly; adults, matter of taste.

All at Sea—Children, mature but delightful; young people, very enjoyable; adults, delightful.

April Love—Children and young people, very good; adults, good.

Baby Face Nelson—Children and young people, no; adults, matter of taste.

The Beggar Student—Children, yes; young people, entertaining; adults, old-fashioned but nice.

The Bolshoi Ballet—For lovers of the dance.

Bonjour Tristesse—Children and young people, no; adults, slick and sentimental.

The Bridge on the River Kwai—Excellent.

The Brothers Karamazov—Children, no; young people, mature; adults, adult murder melodrama.

Campbell's Kingdom—Entertaining.

The Cardmaker—Children, good; young people, yes; adults, good.

Cast a Dark Shadow—Children, mature; young people and adults, well-produced English thriller.

Chase a Crooked Shadow—Good mystery.

The Colditz Story—Lively, entertaining melodrama.

Court Five and Die—Fair.

The Cowboy—Children and young people, mature; adults, excellent.

Crash Landing—Fair.

The Dalton Girls—Western fans.

"Dams Citizen"—Fair.

Darby's Rangers—Children, poor; young people and adults, uneven.

Day of the Bad Man—Children and young people, considerable brutality; adults, well-acted western.

The Deep Six—Mediocre.

Desire Under the Elms—Children, no; young people, mature; adults, disappointing.

Diamond Safari—Poor.

Eighteen and Anxious—Children, no; young people, poor; adults, uneven.

The Enemy Below—Children, mature; young people and adults, excellent.

Escape from Red Rock—Mediocre western.

A Farewell to Arms—Children, no; young people, confusion of values; adults, for the truly adult.

The Female Animal—Children, no; young people, poor; adults, soap opera.

Flood Tide—Children, very mature; young people, mature; adults, good but uneven.

Fort Dobbs—Western fans.

Gates of Paris—Children, no; young people, mature; adults, excellent of its type.

The Gift of Love—Children and young people, poor; adults, matter of taste.

Girl Most Likely—Fair.

And God Created Woman—Children and young people, no; adults, matter of taste.

The Goddess—Children and young people, no; adults, matter of taste.

Golden Age of Comedy—Children, yes; young people and adults, amusing.

The Green Eyed Blonde—Children and young people, no; adults, poor.

Gus Fever—Children, no; young people and adults, poor.

Harlem—Wednesday—Children, no; young people, mature; adults, interesting.

Heart of Viscosa—Children, mature; young people, possibly; adults, pleasant.

Hell Bound—Children, no; young people and adults, poor.

High Hell—Children and young people, mediocre; adults, old-time action picture.

The Hunchback of Notre Dame—Fair.

I Accuse—Children, yes; young people and adults, interesting.

I Was a Teenage Frankenstein—Children, no; young people, too ghoulish for the sensitive; adults, matter of taste.

Jamboree—Children and young people, rock-and-roll fans; adults, matter of taste.

Kathy-O—Children and young people, yes; adults, interesting.

Kiss Them for Me—Children, no; young people, mature; adults, fair.

The Lady Takes a Flier—Light comedy.

Legend of the Lost—Children, no; young people, poor; adults, tough and phony.

The Long Haul—Children and young people, poor; adults, mediocre.

Lost Lagoon—Children, no; young people, very poor; adults, poor.

Love Slaves of the Amazon—Children and young people, very poor; adults, poor.

Merry Andrew—Excellent.

The Missouri Traveler—Children and adults, entertaining; young people, yes.

Old Yeller—Good.

al Joey—Children and young people, no; adults, matter of taste.

Panic in the Parlor—Children and young people, doubtful; adults, matter of taste.

Paths of Glory—Children and young people, mature; adults, good.

Peyton Place—Children, no; young people, mature; adults, absorbing.

Plunder Road—Well produced.

Portugal—Good.

The Quiet American—Children, no; young people, mature; adults, good.

Raintree County—Children, mature; young people and adults, uneven.

Razzle—Children and young people, no; adults, matter of taste.

Ride a Violent Mile—Children and young people, poor; adults, western fans.

Rockabilly Baby—Children, understandable; young people, boring; adults, fair.

Sad Sack—Good.

The Salsacracker—Fair.

Sayonara—Children, no; young people, very mature; adults, good.

even Hills of Rome—Lanza fans.

The Ship Was Loaded—Fair.

Sing Boy Sing—Children, very mature; young people, mature; adults, matter of taste.

The Smallest Show on Earth—Children, mature; young people and adults, amusing.

Smiles of a Summer Night—Children and young people, no; adults, matter of taste.

The Story of Vickie—Children, yes; young people, entertaining; adults, light comedy.

Summer Love—Fair.

This Is Russia—Children and young people, yes; adults, interesting.

Tiger by the Tail—Children, very poor; young people and adults, poor.

The True Story of Lyna Stuart—Children and young people, poor; adults, mediocre.

Wild Is the Wind—Children and young people, no; adults, matter of taste.

Witness for the Prosecution—Excellent murder mystery.

The World Was His Jury—Children and young people, yes; adults, routine courtroom drama.

OPINIONS BY POST

From a Roving Correspondent

Dear Editor:

"The first thing you know, they'll be saying we called this conference to give an answer to Sputnik!"

I laughed to myself when I heard the big man say it to his companion, there in the Toronto airport, after passing through immigration and customs on our way to the Canadian Conference on Education. The plane carried quite a number of us to Ottawa, that Saturday last February.

After I had booked into the headquarters hotel, the Chateau Laurier, I went downstairs for a Canadian airmail stamp, to report my safe arrival to my wife back in Mount Vernon, New York. By mistake I went down the wrong flight of stairs and passed by the conference office, where the staff was hard at work. Lillian Croskery was not too busy to notice, and she and her husband George ran out to welcome the visitor from the States. George G. Croskery, executive secretary of the Canadian Teachers Federation (equivalent to our National Education Association), was conference director. They invited me up to see the eleven-o'clock TV newscast and to have a spot of tea.

At their suite I met Lieutenant Colonel and Mrs. Kurt R. Swinton. Colonel Swinton, a first-rank industrialist, was chairman of the conference committee. He had just been on a thirty-day tour across Canada in behalf of the conference, speaking in forty cities.

He didn't laugh when I told him about the Sputnik remark. He had been asked everywhere he went if this conference had been called to give Canada's answer to Sputnik.

"No indeed" was his reply. The Canadian Conference on Education had been launched two years before, as an adaptation of the 1955 White House Conference on Education in the United States. The Canadian Manufacturers Association had been trying for ten years to get a national conference on education, as a matter of assuring a better supply of engineers and skilled technicians.

In Canada there is no federal office of education, so nineteen national associations had gone in together to plan an educational conference for three hundred representatives named by these associations and their provincial affiliates.

"Interest in education in Canada is so great," said Colonel Swinton, "that other organizations wanted in." Actually, as Conference Director Croskery reported later, 852 delegates from 89 voluntary associations attended the conference.

"How did you get the money?" I asked, remembering an appropriation from the U.S. Congress.

"Why, Trevor Moore and his finance committee wrote a letter and sent it around asking for a total of fifty thousand dollars. Two weeks later we had in hand fifty-six thousand dollars from maybe two hundred corporations and associations. That was enough. Everybody here paid his own way."

They had been fortunate, he said, in having the spon-

sorship of the conference taken by the Canadian Advertising Advisory Board. That group knew how to get the word out. Imperial Oil's George Lawrence, I may note in passing, was chairman of the conference public relations advisory committee, which ran a press office with complete services. At the end of the conference we heard an announcement that C.A.A.B. would do a million-dollar five-week coast-to-coast advertising follow-up, in which 80 per cent of the people of Canada would be exposed to a discussion of the needs of education.

You who attended the White House Conference on Education in the States would have felt right at home at the Canadian Conference on Education. There were general sessions and smaller discussion groups. A departure from the White House Conference pattern was that any discussion group could come back with a resolution for consideration by the whole. They came back with more than eighty resolutions. These were consolidated into thirty-one and offered to the conference, which adopted twenty-nine resolutions. One resolution that came from the floor in the last session stated that the home should play a role in helping shape the goals of education. Moved by Mrs. J. M. C. Duckworth, president of the Nova Scotia Federation of Home and School Associations, it was approved unanimously.

The chairman of the conference, a distinguished neurosurgeon of Montreal, Wilder G. Penfield, M.D., mentioned in the first session that he had been born in Spokane, Washington. In a following session William G. Carr, executive secretary of the National Education Association, mentioned that he had been born in Red Deer, Alberta, and



Mrs. James C. Parker, first vice-president of the National Congress of Parents and Teachers (left), converses with the president of the Canadian Home and School and Parent-Teacher Federation, Mrs. J. D. Taylor, and the president of the conference, Wilder G. Penfield, M.D., distinguished Montreal brain surgeon.

received his elementary education there. The constant cross traffic between the United States and Canada was further illustrated in the discussion group on the home. There a speaker said:

"Did you notice the change in the kind of scientist pictured in the *Spaceman* TV network show from the States? Before Sputnik, the scientist was a laughingstock—bumbling, ineffectual, unattractive. After Sputnik, there were suddenly handsome, muscular, sharply uniformed scientists. A youngster would wish to identify himself with them. The change in the character of the scientist in that TV show may change the career plan of your child at home."

You would have been interested in the presentation on "The Purpose of Education," with participants from the United States, Canada, the Soviet Union, and Great Britain. Speaking for the United States, Dr. Carr pegged his report on the themes of opportunity, quality, freedom, and diversity. I wished the whole world could have heard his discussion of our ideas and practices.

Another good ambassador from the States was the first vice-president of the National Congress of Parents and Teachers, Mrs. James C. Parker of Grand Rapids, Michigan. She graced the head table at the conference dinner and, when presented, was warmly applauded. At that function the president of the Canadian Home and School and Parent-Teacher Federation, Mrs. J. D. Taylor of Hamilton, Ontario, pulled up a chair at her table for me. She spoke with pleasure about the prospect of attending the annual convention of the National Congress of Parents and Teachers in May.

Did you know that in 1951 two out of three Canadians lived in cities? I didn't. Furthermore, we in the group on the "Role of the Home in Education" were told that projected trends show that in a very few years only 8 per cent of Canada's people will be on farms. Changes in school services were indicated as we moved from farm to city. "The family has given up many functions: schooling, medical care, recreation, and job placement," said Charles E. Hendry, director of the School of Social Work at the University of Toronto. "It has not given up its basic functions: infant care, socialization, and guidance—without which our society would disintegrate."

Quoting Reuben Hill, the family life expert from North Carolina, he added: "The family is now more of a specializing agency concentrating on the personality development of its members, providing warmth, affection, love, and sanctuary from the anonymity of urban existence—services no other agency in society is prepared to offer."

The Conference on Education in Canada has done for education in that country what the White House Conference did for us in the United States. It made education newsworthy, gave many facts to many people. It gave a mandate to discuss education to hundreds of groups affiliated with national organizations. It broke new ground as the first national conference on education and helped establish a new climate for education.

At the closing session Sir Ronald Gould of England, president of the World Confederation of Organizations of the Teaching Profession, summarized the conference, emphasizing one major point:

"All you really need is a good teacher put in front of a small number of children in a suitable physical environment. . . . Worthwhile impact can only take place where you have a small number of children in a classroom."

R. L. HUNT

Executive Director
Department of Religion and Public Education
National Council of the Churches of Christ in America



Words That Make Us Happy

Dear Editor:

Your magazine is one of the finest in its field. I continually find the articles contained therein enlightening and provocative. Please renew my subscription for two years.

MRS. PHILIP RUBIN

Chicago, Illinois

Dear Editor:

Your magazine is like a voice in the wilderness.

MRS. W. RICHARD ESHELMAN

Sinking Spring, Pennsylvania

Dear Editor:

We are of the opinion the achievement of our magazine chairman, Mrs. Stephen Lundquist, 2628 Hemlock Street, Longview, Washington, is so outstanding it deserves mention in a national publication.

Don't you think that a unit with a membership of 366, 103 of whom are *National Parent-Teacher* magazine subscribers, is an achievement somewhat out of the ordinary? Mrs. Lundquist is held in high regard by her unit, and I personally cannot praise her too highly for her great devotion to a chairmanship she willingly accepted.

JAMES IRELAND

President, Olympic Elementary P.T.A.

Longview, Washington

Dear Editor:

Thank you for the inspiration and the solid facts you get between your covers.

MRS. VICTOR BAY

South Laguna, California

Safe Launchings, Happy Landings

This is the general title of the 1958-59 study-discussion program on parent and family life education. The following are the topics in the school-age course:

Science Makes the Grades
Young Financier: The Child with an Allowance
So Young—and So Worried?
Four-Lane Highway to Health
Tracking Down Talent in Grade School
Laws Children Ought To Learn
The Hurt That Doesn't Show
Have We Abdicated Our Authority?

The complete list of topics for this year's program, including the preschool and adolescent courses, will appear on the back cover of the June issue.

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PARENTS AND TEACHERS**

Annual Convention

May 18, 19, 20, 21

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